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ABSTRACT

The dissertation describes the development and implementation of an instructional planning system designed to establish accountability in instructional planning and student learning in special education programs. The author explains that identification and articulation of baseline assessment data in areas of instructional needs, with goal areas time-referenced, measureable performance objectives specified, characterizes the basic format used for instructional planning. It is reported that multidisciplinary school-site teams were established to participate in the development of instructional plans and to review and determine the progress made by each student on at least an annual basis. Much of the document is appendixes, such as instructions for a local education agency application for funds under Public Law 94-142, the management information system status report and recommendation, and the Marin county management information system procedural guide. (Author/PHR)

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ESTABLISHMENT OF INSTRUCTIONAL PLANNING AND MANAGEMENT INFORMATION SYSTEMS TO MONITOR THE EDUCATION OF EXCEPTIONAL CHILDREN

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by

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Submitted in partial fulfillment of the
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Individual Practicum
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AUTHOR	Kammuller, Kenneth C.
TITLE	Establishment of Instructional Planning and Management Information Systems to Monitor the Education of Handicapped Students
DESCRIPTORS	Special Education; Accountability; Accountability-Based Education; Exceptional Children; Instructional Planning; Objectives Individualizing Instruction; Evaluation

ABSTRACT

The practicum describes the development and implementation of an Instructional Planning System, designed to establish accountability in instructional planning and student learning in special education programs operated by the Marin County Schools Office. Identification and articulation of baseline assessment data in areas of instructional need(s), with goal areas and time-referenced, measurable performance objectives specified, characterized the basic format used for instructional planning. Multidisciplinary school-site teams were established to participate in the development of instructional plans, and, to review and determine the progress made by students on at least an annual basis. The system was disseminated to twenty local school districts and implemented countywide in its second year of operation.

Accountability in student learning was reported in eighty-five percent of the two hundred forty-one students randomly sampled.

Project activities also included: (1) the publication of a booklet of instructional objectives designed to facilitate instructional planning by teachers, and, (2) the implementation of a county-wide management information system designed to monitor the educational status of exceptional students. Federal and state guidelines for special education were used in developing the Management Information System.

INTRODUCTION

Accountability based education gained recognition as a movement in contemporary education in the late nineteen sixties. Publicity directed toward programs of this type stimulated the belief that application of accountability based concepts to public education was a "concrete practical method" for confronting some of the most critical educational dilemmas, including the reestablishment of confidence in the educational system at all levels.[1] Accountability in education has rapidly gained acceptance from both the public and the federal government in recent years.[2]

Pending Federal law, "The Education for All Handicapped Children Act of 1975" (Public Law 94-142),[3] and regulations[4] by the California State Department of Education posture the need for implementation of accountability based concepts by local education agencies[5] in the operation of special education programs. Provision exists in the law and regulation for the development of local procedures pertaining to the establishment of individualized education programs for students enrolled in special education programs.

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[1] Robert J. Kibler et al., Objectives for Instruction and Evaluation, (Boston: Allyn and Bacon, Inc., 1974); p. 3.

[2] Ibid.

[3] Education for All Handicapped Children Act, 89 Stat. 773-795 (1975), 10 U.S.C.

[4] California Administrative Code, Title 5 (1977), Sec. 3150-3170.

Data corroborating the need for establishment of an accountability based system for special education programs in Marin County were collected during the 1976-1977 school year. Findings showed that adequate information was not evident in the records of most students to document the instructional programs and status of these students in special education programs operated by the County Schools Office. Absence of information caused problems for teachers when students were transferred from one class to another. Most teachers reported difficulty in ascertaining what skills students had, needed, or had been exposed to, based upon information available in student records. Considerable time was needed to reassess students to determine their educational status and instructional needs.

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[5] As used in this report, the term "local education agency" (LEA) means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools.

The practicum report that follows is the result of a two year project which sought to establish accountability in special education programs operated by the Marin County Schools Office and local school districts of the county, through the development and implementation of an Instructional Planning System and a Management Information System. The latter system was designed to standardize procedures for referral, assessment, instructional planning, evaluation, and monitoring of all students in special education programs throughout the County. The former system provided for the standardization of instructional planning for students in county operated special education programs.

1. NEEDS ANALYSIS

Background Information

The Marin County Schools Office operates special education and related service programs, serving in excess of one thousand handicapped students. This figure represents approximately fifty (50) percent of all handicapped students enrolled in public special education programs in the county. Seventy-four teachers and twenty-one speech and language specialists are employed by the County Schools Office, providing instructional services to approximately five hundred students enrolled in county operated special schools, classes and centers. Speech and language specialists also provide speech therapy to more than five hundred additional students participating in regular and special education programs in fifteen local school districts of the county.

An Assistant Superintendent, Special Education Consultant, Coordinator for the Physically Handicapped Program, Consultant for the Hearing Handicapped Program and Principals for the Development Center, Educationally Handicapped, Orthopedically Handicapped and Mentally Handicapped Programs comprise the administrative staff of the County Schools' Special Services Department. School psychologists are also members of the Special Services management team. A flow chart which delineates the Department's organization is illustrated in Appendix A. Under the direction of the Assistant Superintendent, weekly meetings are conducted with management personnel for the purposes of disseminating information, addressing problems and coordinating program operations.

Four major special education program classifications were adopted by the California State Department of Education for purposes of identifying the primary handicaps of pupils in special education. These classifications are: learning handicapped; communicatively handicapped; physically handicapped; and, severely handicapped. The Marin County Schools Office operates special education programs under each of these major classifications. An explicit breakdown of the special classes, schools, and centers operated by the county in each program classification is provided in Appendix B. Additional information pertaining to county operated special programs is identified in Appendix C, "Application For Federal Funds."

Twenty elementary, secondary, and unified school districts are located in Marin County. Ten school districts are "direct service" districts, having fewer than eight hundred one (801) total pupil enrollment in each district. Direct service districts are: Bolinas-Stinson Beach, Fairfax, Laguna Joint, Lagunitas, Lincoln, Nicasio, Ross, Sausalito, and Union Elementary School Districts, and, the Shoreline Unified School District. They receive all special education programs and services from the County Schools Office, except for educationally handicapped programs.

The remaining ten school districts each has a total enrollment that exceeds eight hundred one (801) pupils. School districts in this classification are: Kentfield, Larkspur, Mill Valley, Reed, San Anselmo, and San Rafael Elementary School Districts; Tamalpais and San Rafael High School Districts; and, the Novato Unified School District. These districts either operate programs for educationally retarded students or contract with the County Schools Office for the provision of this service. Elementary level programs are operated by the Mill Valley, San Anselmo, and San Rafael Elementary School Districts, the Novato Unified School District, and the County Schools Office. Secondary level classes are provided by the Tamalpais and San Rafael High School Districts, and by the Novato Unified School District.

Under California law the responsibility for provision of special education programs for physically handicapped and trainable mentally retarded students resides with the county superintendent of schools when school districts enroll fewer than eight thousand (8,000) students at either the elementary or secondary level. In Marin County, special classes and centers for these students have been established by the County Schools Office, since no school district in the county enrolls more than 8,000 elementary. or more than 8,000 secondary students.

Identification of Need(s)

The project writer was assigned to the County Schools Office in November 1976 as a consultant in the Special Services Department. A principal responsibility of this assignment was to coordinate and direct the operation of the County Schools' Educational Assessment Service (EAS).

State law and regulations pertaining to special education require that a committee, comprised of a special education administrator (chairperson), special education teacher, examining school psychologist, and school nurse, be convened whenever a pupil is being considered for placement, review, or discharge from special education. Educational Assessment Service is the term used by the County Schools' Office in identifying this committee. Functions of the EAS include: (1) the review of psychoeducational study reports and any other data (i. e. medical and/or speech evaluative reports) that are needed to determine a pupil's eligibility and need for special education, and, (2) the placement and/or discharge of pupils in special education programs.

The County Schools' Educational Assessment Service is responsible only for those students either referred for placement in a county operated special education class, school, or center, or, for those students already enrolled in county operated special education programs. School districts that operate their own special education programs are required by law to have a committee comparable to the county's EAS.

Through the 1975-1976 school year one hundred ninety-one (191) students were referred to the County Schools' EAS for placement, review, or discharge from special education. This figure represents nearly forty (40) percent of all students enrolled in county maintained special education classes. It was apparent from the review of EAS records and input derived from special education program administrators that neither students nor teachers remain static in their assignments to particular classes. Minimally, fifteen (15) percent of all students enrolled in county operated special education classes were transferred from one class/program to another during 1975-1976 by the EAS.

A cursory review of the records of fifty-seven (57) students referred to the County Schools' Educational Assessment Service between November 1976 and February 1977 was conducted by the project writer in conjunction with his assignment to the County Schools' Office. The purposes of the review were to familiarize the consultant with the types of instructional planning and corresponding evaluative information contained in student records, and, to ascertain if accountability in student learning was evident. Except in a limited number of instances (approximately seventeen (17) percent), the specific instructional programs and progress of students were not delineated in student records. Generally, records contained a variety of non-specific, non-related information about students. Precise instructional programs and student progress were discernible in seventeen percent of the records reviewed, through articulation of baseline assessment data in areas of instructional emphases, with measurable, time-referenced objectives delineated.

The records of an additional sixty (60) students transferred from one special education program/class to another by the county's EAS in the previous school year (1975-1976) were reviewed in February 1977 to ascertain if continuity in the instructional programs of students was apparent. In the majority of instances, continuity could not be established from the instructional planning information and/or comments entered by teachers in student records. Continuity in the instructional programs of students was evident in approximately twenty (20) percent of the records sampled. Delineation of instructional objectives in areas of instructional emphasis formed the basis for this determination.

Interviews and meetings were conducted by the project writer during February 1977 with individual special education program administrators and the entire management staff of the Special Services Department to discuss the initial findings obtained from the sample of student records. These findings showed an extensive absence of accountability manifested through the failure of most teachers to document the specific instructional programs and progress of students. Considered in relationship to the guidelines in pending federal law (P. L. 94-142) and corresponding State regulations on individualized educational plans/programs for handicapped students (effective in October, 1977), these findings supported the need for development of a locally designed instructional planning system.

Agreement was reached that a questionnaire should be designed and disseminated to all classroom teachers to determine if teachers felt that adequate information was available in student records, enabling them to maintain a precise and consistent instructional program for students that were transferred from one county operated special education class to another.

The questionnaire was developed by the project writer and disseminated through program administrators to all special education classroom teachers at staff meetings held in late February 1977. Refer to Appendix D for illustration of the questionnaire. Responses were received from fifty-seven (57) of the county's sixty-two (62) classroom teachers. The following data were collated: (1) sixty-three (63) percent of the teachers indicated they were unable to ascertain from student records what specific skills transferring students had at the time they entered their (the teachers') classes; (2) thirty-nine (39) percent reported they were uncertain regarding what specific skills needed to be taught based upon a review of the records of transferring students; (3) forty-seven (47) percent indicated they were unable to discern from student records the specific skills that transferring students had been exposed to; and, (4) nearly seventy (70) percent of the classroom teachers declared their support for the implementation of a standardized system of instructional planning for all special education programs/classes operated by the County Schools Office.

Determination was made by the project writer following interviews with program administrators that problems were not evident in regard to teacher awareness and utilization of assessment instruments in diagnosing the performance levels of students in their classes. Teacher concerns focused upon the inadequacy of information in student records and the resultant need to frequently conduct assessments.

From interviews with special education program administrators determination was made that approximately thirty-five (35) percent of the county schools' classroom teachers summarized student performance on an annual basis, using a reporting format that yielded written comments/statements of a general and judgmental nature. Supportive data were not provided to document the origin or basis of comments. Broad categorical labels were used to summarize the educational status of students. Typical categories included: "academic achievement;" "social and emotional development;" and, "participation in classroom activities." Utilization of this reporting format produced an accumulation of non-specific information about students. Specific instructional programs and student progress were not delineated.

It was estimated that an additional thirty (30) percent of the classroom teachers utilized an annual reporting format that produced slightly more specificity in identifying the educational status of students. Areas of instruction emphasized in the classroom were denoted, with summary comments made in each area. Comments provided some indication of student activities and performance. Pre and post data were however, not identified.

Determination of whether or not educational progress had been made could not be made based upon the information available.

The remaining number of teachers, representing approximately thirty-five (35) percent of the classroom teaching staff, wrote instructional objectives in areas where instruction occurred. Determination was made, however, that nearly ten (10) percent of these teachers wrote objectives that were general; nonspecific (i. e. to recognize numerals by naming them upon presentation of written stimuli). Evaluative criteria were not identified in most instances. Generally, these teachers used an annual reporting format similar to that identified in earlier discussion (i. e. broad categorical labels). There were no baseline data indicating a student's level of performance prior to instruction, and, no documentation was provided to indicate that stated objectives were achieved.

Specific time-referenced, measurable objectives were written by an estimated twenty-five (25) percent of the classroom teachers. Baseline data were evident in areas of instruction where objectives were written, providing indication of pre-instructional levels of performance. Objectives specified actions (expected student performance); conditions under which the action was to be performed; and evaluative criterion (how well the action was to be performed by a particular data).

Determination was made that implementation of a standardized system of instructional planning in all special education programs operated by the County Schools Office was needed to resolve needs manifested in the situation first described. Accountability in the instructional programs of students could be achieved through written articulation of baseline assessment data in basic skill and goal areas, with time-referenced, measurable performance objectives delineated in the areas of instructional need.

In conjunction with the identification of the aforementioned problems, determination was made by the project writer that significant modifications were needed in the overall operation and management of special education programs operated by the County Schools Office and local school districts to comply with pending federal law (Public Law 94-142) and state regulations (California Administrative Code, Title 5, Sections 3150-3170). Guidelines to local education agencies, for the development and implementation of locally designed procedures are delineated in these governmental documents. Guidelines specify that each local education agency: (1) ensure that each individual with exceptional educational needs receives a free appropriate public education through the development and implementation of an individualized education program designed to meet his/her special educational needs, and (2) assure that the rights of handicapped pupils and their parents or guardians are protected. Significant data collection and reporting requirements accompany the implementation of local procedures.

At present the County Schools Office and local school districts do not have procedures in effect that comply with these guidelines. This fact is demonstrated in part by problems previously identified relative to the generalized absence of written instructional plans for students. The guideline pertaining to the development and implementation of an individualized educational program for each student delineates components/elements in instructional planning comparable to those identified by the project writer for incorporation into the instructional planning system. Federal funds are available under Part B of Public Law (P. L. 94-142) to assist local education agencies in the development and implementation of procedures to comply with these guidelines.

2. OBJECTIVES AND STRATEGIES

Terminal Performance Objective Defined

The generalized absence of accountability in the instructional programs of students in special education programs operated by the County Schools Office was identified in the preceding chapter as the paramount problem to be addressed by the practicum. The problem was manifested through the inadequate documentation by most classroom teachers of specific instructional plans and verification of the progress/status of students in areas where instruction was emphasized. A standardized system of instructional planning was needed to resolve this problem.

Manifested needs identified in the previous chapter translated into the following terminal performance objective:

> Eighty percent of a random sample of half of each class in the four program categories will achieve seventy-five percent of the objectives set for them individually in the 1977-78 school year, as determined in September 1978 by multidisciplinary teams who have met with individual parents and teachers, have reviewed performance objectives for each student, and have applied a pass/no pass criterion with respect to the achievement of each objective.

Information Obtained

A search of the literature was conducted in an effort to identify information that could assist the project writer in developing strategies intended to achieve the practicum's terminal performance objective. Kibler, Objectives for Instruction and Evaluation, (1974)[6] provided a concise analysis of over fifty empirical studies on the effect instructional objectives had on student learning. Studies were grouped into four categories: (1) investigations into the effects of student possession of instructional objectives on learning; (2) investigations into the effects of the form of instructional objectives (i. e. specific vs. general objectives) on student learning; (3) investigations into the effects of student possession of instructional objectives on efficiency (in terms of time) of student learning; and (4) investigations into the effects on student learning from teacher possession and use of instructional objectives.[7] Conclusive evidence about the effect of instructional objectives on student learning was not found, according to Kibler.[8] Findings made were inconsistent: limited empirical data were available to support the unqualified use of instructional objectives. Support for the use of instructional objectives was found in less than half of the studies reported.[9]

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[6] Kibler, Objectives For Instructional Evaluation, p. 5.

[7] Ibid., p. 6.

[8] Ibid., p. 8.

The results of studies reported in the latter category were of particular interest to the project writer, since they identified the manner in which objectives would be used by teachers through implementation of the instructional planning system. No significant effect on student learning was found in five of the eight studies reported.[10]

Arguments both favoring and opposed to the use of instructional objectives were identified in the review of literature. Perhaps the most cogent reason for their use was that instructional objectives were consistent with the concept of accountability.

Mager (1962)[11] expounded upon the qualities of meaningful objectives, indicating that meaningfully stated objectives were those that succeeded in communicating to the reader the writer's instructional intent.[12] Three characteristics were presented as a guide to writing objectives that communicate:

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[9] Ibid., p. 7.

[10] Ibid., p. 6.

[11] Robert F. Mager, Preparing Instructional Objectives, (Palo Alto, California: Fearon Publisher, Inc., 1962).

[12] Ibid., p. 10.

1. a description of the terminal behavior that will be accepted as evidence that the learner has achieved mastery of the objective.

2. a description of the important conditions under which the behavior will be expected to occur.

3. the criterion used to evaluate the learner's performance: how well the learner must perform to be considered acceptable.[13]

These same characteristics were identified by Popham (1970)[14] and Gerhard (1971)[15] in their discussions of how to formulate specific performance objectives.

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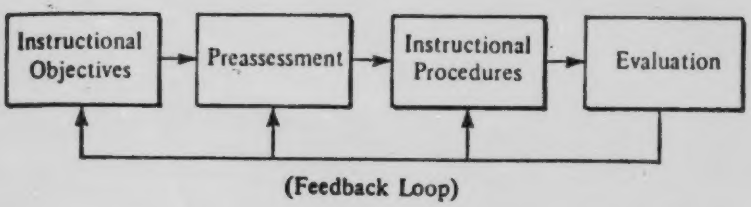
[13] Ibid., p. 12.

[14] W. James Popham and Eva L. Baker, Establishing Instructional Goals, (Englewood Cliffs, J. J.: Prentice Hall, Inc., 1970).

[15] Muriel Gerhard, Effective Teaching Strategies With the Behavioral Outcomes Approach, (West Nyack, N. Y.: Parker Publishing Company, Inc., 1971).

Kibler (1974) identified a general model of instruction, developed as a procedural guide to illustrate that instructional objectives systematically integrate with other key components of the instructional process. A diagram of the model is shown in Figure 1. Four sequential components in the instructional process were identified in the model. Respectively these components were: (1) specifying instructional objectives; (2) preassessment; (3) instructional procedures; and (4) evaluation. The model's "feedback loop" served as a reminder to teachers that the results of evaluation might indicate the need to make modifications in other components of the instructional process.[16]

FIGURE 1. A General Model of Instruction


Instructional Objectives
Preassessment
Instructional Procedures
Evaluation
(Feedback Loop)

---

[16] Kibler, Objectives for Instruction and Evaluation, p. 26.

A similar model, "an empirical instructional model," was described by Popham and Baker in Establishing Instructional Goals (1970).[17] The sequential components of the instructional process identified in this model were identical to those illustrated in the Kibler model, except that the feedback loop was omitted in the Popham model.

Guidelines to local education agencies, found in pending federal law (P. L. 94-142) and state regulations (California Administrative Code, Title 5, Sections 3150-3170) for the development of individualized education programs for handicapped students, were reviewed by the project writer to obtain information pertinent to the design of an instructional planning system. These guidelines identified the need for school agencies to develop local procedures in instructional planning that included delineation of:

(1) the pupil's present levels of instructional performance, and

(2) the annual goals for pupil's with accompanying time-referenced performance objectives that state the method of measurement(s) or other data used to determine whether or not anticipated levels of attainment have been reached.[18]

---

[17] Popham, Establishing Instructional Goals, p. 19.

[18] California, "Handicapped Children"," Administrative Code, (1977), sec. 3154(b).

Also included in these guidelines was information that specified the need for local education agencies to develop and implement procedures for referral, assessment, instructional planning and evaluation of students in special education that insured the rights of handicapped students and their parents were protected.

Administrators responsible for the development and implementation of an instructional planning system for special education programs operated by the Contra Costa County Office of Education were contacted by the project writer in late February 1977 for information and suggestions to assist in formulating a strategy to implement a similar system in Marin County. Contact was established with this local education agency because of its close proximity to Marin County, and, because the Contra Cost County Office of Education was one of ten local education agencies selected by the State Department of Education to participate in the pilot implementation of the California Master Plan for Special Education[19] in the 1974-1975 school year. Each of the ten local education agencies operating under this plan had instituted an instructional planning system.

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[19] Educational Services For Individuals With Exceptional Needs, Statutes, (1975) California Education Code Sections 56300-56367.

From the meeting with these administrators (the Director and the Coordinator of Management Services) copies of the form used for instructional planning and the form used to delineate basic skill and goal areas for special education were obtained. Suggestions pertaining to the development and implementation of an instructional planning system included: (1) the need to define basic skill and goal areas of special education; (2) the need to develop the format of the instructional planning system; and (3) the need to develop a booklet of instructional objectives for teachers to facilitate instructional planning.

Information Organized

Information acquired through a search of the literature provided clear indiciation of the strategy needed to achieve the practicum's terminal performance objective. The general and empirical models for instructional planning reported by Kibler and Popham respectively delineated identical components in the instructional planning process. These same components were discernible in the instructional plans implemented by a minority of teachers employed by the County Schools Office. Accountability in the instructional programs of students in county maintained special day classes was evident in instances where teachers used an instructional planning process that parallelled the process depicted in these models. In instances where this process was evident, instructional objectives were written for students in a manner consistent with the characteristics for objective writing described by Mager (1962), Popham (1970), and Gerhard (1971). These same characteristics for writing objectives were also identified in the guidelines for instructional planning found in pending federal law and state regulations. Based upon this information, the design of the instructional planning system should include adoption of the components of the instructional planning process, as well as the characteristics/elements of writing instructional objectives.

Administrators from the Contra Costa County Office of Education provided information and suggestions for development of the instructional planning system that were helpful in: (1) designing a strategy regarding the manner in which the system would be developed, and (2) determining the structure/format of the system. Three components were identified in the format of the Contra Costa County Instructional Planning System that could be adapted to the system being developed by the project writer. These components were: (1) a form which specified the basic skill and goal areas of special education; (2) a form which specified the content areas for instructional planning, and (3) a booklet of instructional objectives. Committees comprised of administrative staff could be established to assist the project writer in developing an instructional planning system that included these components.

Although pending federal law and state regulations pertaining to the education of handicapped students identified the need for local education agencies to develop and implement procedures that insured parents' rights were protected in all actions pertaining to the referral (identification), assessment, instructional planning, placement, and review of their children, specific strategies were not delineated. Responsibility for determining the manner in which procedures would be developed and implemented resided with the local education agency.

Under Part B of P. L. 94-142, federal funds were available to assist local education agencies in complying with the law provided that the following assurances were met:

> (1) The funds granted under this law will be expended to cover excess costs only (those which are above the average annual per-pupil expenditure for pupils served by the LEA).
>
> (2) All the individuals with exceptional needs in the jurisdiction of the LEA are located, identified and assessed.
>
> (3) A staff development program is provided.
>
> (4) A timeline for complete implementation (full service) is included in the local plan.
>
> (5) Program evaluation and reporting requirements are met.
>
> (6) Service priorities are set -- the unserved first and inadequately served secondly.

An LEA may participate individually or two or more LEAs may join to provide services.

Strategy Selected

Determination of the strategy needed to achieve the practicum's terminal performance objective was based upon the review and comparative analysis of information in the literature, with pending federal and state guidelines pertaining to the development of instructional programs for exceptional students; and, upon information and suggestions provided by administrators from the Contra Costa County Office of Education. Comparative analysis of the information confirmed the fact that both the literature and pending guidelines identified identical elements for instructional planning. An important consideration in designing an instructional planning system was to ensure it compliance with pending federal and state guidelines to avoid the necessity of restructuring the system at a future date.

Components of the instructional planning process delineated by Kibler and Popham in their respective models of instruction would be adapted to the instructional planning system. Inclusively, these components were: selection of appropriate instructional objectives; preassessment; instructional procedures; and evaluation. The instructional planning process would be modified, however, with the selection of instructional objectives being made following preassessment to determine a student's performance level and primary educational needs.

The instructional planning system (IPS) when implemented will provide a standardized system for instructional planning in all county operated special education programs. In situations where students are transferred from one county operated special education class to another, teachers will have the information needed to determine the skills students have been exposed to, as well as information that describes the current performance levels of students. Accountability in the instructional programs of students will be actualized through the written articulation of baseline assessment data in basic skill and goal areas where primary instructional needs exist. Time-referenced, measurable performance objectives will be delineated in each skill and goal area identified.

Continuity in the instructional programs of students will be maintained through an expansion of the role and responsibilities of the County Schools' Educational Assessment Service (EAS). Present EAS responsibilities consist of determining the eligibility of students for special education according to state statutes and regulations; placing students in special education programs based upon eligibility criteria; reviewing the appropriateness of placements when necessary/requested; and discharging students from special education when programs/services are no longer needed. Expanded responsibilities would include: (1) determining the content of instructional plans; (2) monitoring the educational status/progress of students at least annually, and (3) ensuring continuity in the instructional programs when students are transferred from one county operated class to another.

Information and suggestions obtained from administrators in the Contra Costa County Office of Education were utilized by the project writer in determining the components/structure of the instructional planning system, and, in determining the manner in which the system would be developed.

The instructional planning system will consist of three components: (1) a form which delineates the basic skill and goal areas of special education; (2) a form which identifies the elements to be addressed in the instructional planning process (i. e. baseline assessment data, basic skill and goal areas, and objectives; and, (3) a booklet of instructional objectives. Committees comprised of administrative staff from the County Schools' Special Services Department will be established to assist the project writer in developing the system. Administrators from Contra Costa County will be utilized as consultants, meeting with the County Schools' Administrative staff to discuss how their instructional planning system was developed, and, providing assistance to the project writer in establishing a direction for development of a similar system in Marin County.

An additional committee, also comprised of administrative staff, will be established to determine changes needed in Educational Assessment Service procedures to comply with pending federal and state guidelines.

The practicum will be completed in two phases. Phase one will encompass the development and implementation of the instructional planning system. Development of the system will occur over a period of several months, with implementation coordinated with the beginning of the 1977-1978 school year in September 1977. Inservice activities for certificated teaching staff will occur prior to the opening of school in September 1977 to familiarize staff with the components and operation of the system.

During September and October 1977 instructional plans will be developed by the instructional staff for each handicapped student in a special education program operated by the County Schools Office. Proposed plans will be reviewed and approved by school-site Educational Assessment Service teams and parents during October and November 1977, prior to formal implementation. The Educational Assessment Service will be responsible for reviewing instructional plans on an annual basis, using a pass/no pass criterion to record whether or not instructional objectives were achieved for each student.

Phase two of the practicum will involve the development and implementation of a management information system that standardizes the operation of special education programs throughout the county. The County Schools Office and local school districts will form a consortium to accomplish this task. A steering committee comprised of district and county special education administrators will be established to assist the project writer in developing the system.

An application for Federal Funds, available to local education agencies under Part B of P. L. 94-142, will be submitted to develop and implement the system.

Managed by the County Schools Office, the system will meet all legal requirements defined in federal law and state regulations pertaining to referral, assessment, instructional planning, and evaluation of students in special education. Provision will be made in the system to insure that the rights of handicapped students and their parents are protected. Additionally, the system will provide for the collection and reporting of data to federal and state education agencies on the instructional program status of students. Accomplishment of these actions will result through the utilization of forms that: (1) document that all legally required processes have been followed; (2) provide a well-defined audit trail; (3) collection information so that all required federal, state and local reports can be made; and, (4) provide a systematic and well organized set of documents that can be used to describe all action and activities taken on behalf of an exceptional child to insure that his/her parents' rights have been assured.

Development and implementation of the system is contingent upon approval of the application for federal funds. Inservice training of county and district special education administrators responsible for implementing the system would occur prior to its operationalization. The expectation is that implementation of the system would transpire at the beginning of the 1978-1979 school year in September 1978.

The instructional planning system, implemented in all county operated special education programs during the 1977-1978 school year, would be disseminated to local school districts by its incorporation in the design of the management information system.

Terminal performance and process objectives will be evaluated by the project writer in accordance with techniques specified in each objective.

Process Objectives

Specific activities to be performed in conjunction with accomplishment of the practicum's terminal performance objective are described in the process objectives that follow. The initial objectives delineate activities pertaining to the instructional planning system. A third objective relates to the implementation of a federally funded Management Information System (MIS) needed to coordinate and standardize the operation of special education programs throughout the county. Provision exists in the latter objective for dissemination and institutionalization of the instructional planning system in all special education programs operated by local school districts deciding to participate in the MIS. Inclusively these objectives are:

1. At the beginning of the 1977-1978 school year an instructional planning system will be implemented in all special education programs operated by the County Schools Office to establish accountability in instructional programs and evaluation of student learning through written articulation of baseline assessment data in areas of instruction, with

goals areas and time-referenced measurable performance objectives specified.

2. A booklet of instructional objectives published and made available to county employed classroom teachers during the 1977-1978 school year will be evaluated by teachers in June 1978, with seventy (70) percent of the classroom teachers providing positive responses to a post-project questionnaire designed to determine adequacy and usefulness of the booklet.

3. A Management Information System which provides (1) a standardized system for referral, assessment, program planning, evaluation, and monitoring of students in special education in Marin County; (2) incorporates the Instructional Planning System; and, (3) meets the basic requirements of Federal Law (P. L. 94-142) will be implemented by October 1978 by the County Schools Office and 80 percent of the school districts in Marin County.

Practicum Participants

Attainment of the practicum's terminal performance objective required the cooperation, input, and participation of many special education personnel performing both individual and group tasks. An overview of the principal roles and responsibilities of the practicum participants is presented in the succeeding discussion.

Project Writer

The project writer is a consultant in special education at the Marin County Schools Office. A principal responsibility in this assignment is to coordinate and direct the operation of the County Schools' Educational Assessment Service: a team of individuals responsible for determining the eligibility, placement, placement review, and discharge of students in special education programs operated by the county. From the inception of the practicum through the design development, and implementation of the system that were instituted the project writer functioned on the capacities of administrator, facilitator, and evaluator. His responsibilities in the practicum included:

1. Collection of data which identified the problems and their manifestations;
2. Review of the literature and other pertinent sources of information to determine a strategy for achieving the practicum's terminal performance objective;
3. Development and implementation of the Instructional Planning System in all special education programs operated by the Marin County Schools Office;
4. Establishment of committees to assist in developing the system;
5. Coordination and direction of project activities;

6. Submission of an application for federal funds under P. L. 94-142 to develop and implement a management information system;

7. Development and implementation of the management information system with the cooperation of school district personnel, and the assistance of an administrator hired with federal funds;

8. Evaluation of practicum outcomes;

9. Writing the practicum report.

Special Education Administrators

Special education program administrators and school psychologists from the County Schools' Department of Special Services assisted the project writer in developing the instructional planning system, through active participation on committees. Committee responsibilities included: determination of the basic skill and goal areas of special education; development of the format for instructional planning; development and publication of a booklet of instructional objectives; and, development of procedures congruent with federal law and state regulations that expanded the role and responsibility of the County's Educational Assessment Service and provided assurances that student and parent rights were protected.

Program administrators were responsible for conducting inservice workshops for teachers prior to implementation of the instructional planning system in September 1977, to familiarize teachers with the format and procedures pertaining to instructional planning. Responsibilities of program administrators in the system's implementation phase included: monitoring the development of instructional plans and coordinating and directing school-site team meetings with parents to review and adopt proposed instructional plans.

Certificated Teaching Staff

Seventy-four teachers and twenty-one speech and language specialists were responsible for the development of instructional plans for students in county operated special education programs, under procedures implemented through the instructional planning system. Teachers were responsible for contacting the parents of students in their classes to elicit and consider parent input in the development of instructional plans. Each teacher was designated as a member of a school-site team to review with parents and other team members the assessment data and proposed instructional plans for students in their classes prior to formal adoption of the plans.

In the development phase of the instructional planning system, a select group of ten teachers, proficient in writing instructional objectives; assisted the project writer and administrative staff in formulating a booklet of instructional objectives. At the conclusion of the school year, all classroom teachers were asked to evaluate the booklet's organization and usefulness by responding to a post-project questionnaire. Teachers also participate in the formative evaluation of the format used for instructional planning.

Consultants

Administrators' responsible for the development and implementation of an instructional planning system for the Contra Costa County Office of Education were utilized as consultants by the project writer to assist in designing a strategy for development of a similar system by the Marin County Schools Office. Both the Director and the Coordinator of Management Services served as consultants to the project writer and special education administrative staff.

Steering Committee

A steering committee comprised of special education administrators from ten school districts assisted the project writer in: (1) determining priority special education needs under pending federal law and state regulations; (2) drafting an application for use of federal funds available under Part B of P. L. 94-142; and (3) participating in the development of a management information system designed to standardize special education operating procedures throughout the county, and, to meet federal and state requirements for the collection and reporting of data on special education students.

MIS Consultant

A Management Information System (MIS) Consultant hired with federal funds assisted the project writer in developing the management system. Principal responsibilities of this individual were to: (1) analyze and summatively evaluate the forms and procedures used in the Instructional Planning System; (2) conduct research on reporting requirements; (3) investigate the advantages and disadvantages of various management systems; (4) recommend the method/means for collecting and reporting data; (5) assist the project writer in developing MIS forms and procedures needed to satisfy federal and state guidelines pertaining to special education; and, (6) conduct inservice workshops for district and county special education administrators responsible for implementing the system.

3. PRACTICUM PROCEDURES: STRATEGY APPLIED

Development of the Instructional Planning System

Establishing a direction for development of the instructional planning system was facilitated through utilization of administrators from the Contra Costa County Office of Education as consultants to the project writer and special education administrators in the Marin County Schools Office. An overview of the steps employed in developing the system for Contra Costa County was discussed in a meeting with Marin County Schools' Administrators on March 11, 1977. Following the presentation unanimous agreement was reached by special education administrators that development of the instructional planning system would be facilitated through adaptation of the Contra Costa County model for instructional planning. The Contra Costa County model consisted of three components: (1) a form delineating basic skill and goal areas of special education; (2) a form utilized for instructional planning; and, (3) a booklet of instructional objectives.

Determination was made that two committees would be established to assist the project writer in developing components of the system. A third committee would be instituted to assist in developing procedures that would expand the role and responsibility of the Educational Assessment Service through its involvement in the instructional planning process.

Committees comprised of administrative staff were established by the project writer on Friday, March 18, 1977. Administrators were assigned to committees based upon their stated preferences. Each committee consisted of three administrators functioning under direction of the project writer. Once established, committees met at least once per week to complete their assigned tasks. Regular progress reports were made by committees to the administrative staff of the Special Services Department, with opportunity provided for discussion and input to facilitate further committee action. Committee activities continued from March through August 1977. Implementation of the system was timed to coincide with the beginning of the 1977-1978 school year in September 1977.

On Wednesday, March 23, 1977, the committee designated by the project writer to assist in the development of the initial two components of the instructional planning system met to begin the identification of basic skill and goal areas for special education. Determination of these areas was an essential first step in development of the system, preceding action by a second committee to initiate development of a booklet of instructional objectives. Committee members reviewed the form used by the Contra Costa County Office of Education to delineate these areas. Agreement was reached regarding the comprehensiveness of the list of skill and goal areas. Adoption of the list occurred at the March 30, 1977 meeting of the committee, following input obtained from special education program administrators and school psychologists.

Illustration of the form listing the basic skill and goal areas of special education is cited in Figure 2. Instructional plans identifying the primary special educational needs of students enrolled in county operated special education programs would be developed by teachers using the list of skill and goal areas to delineate the areas of instructional need(s).

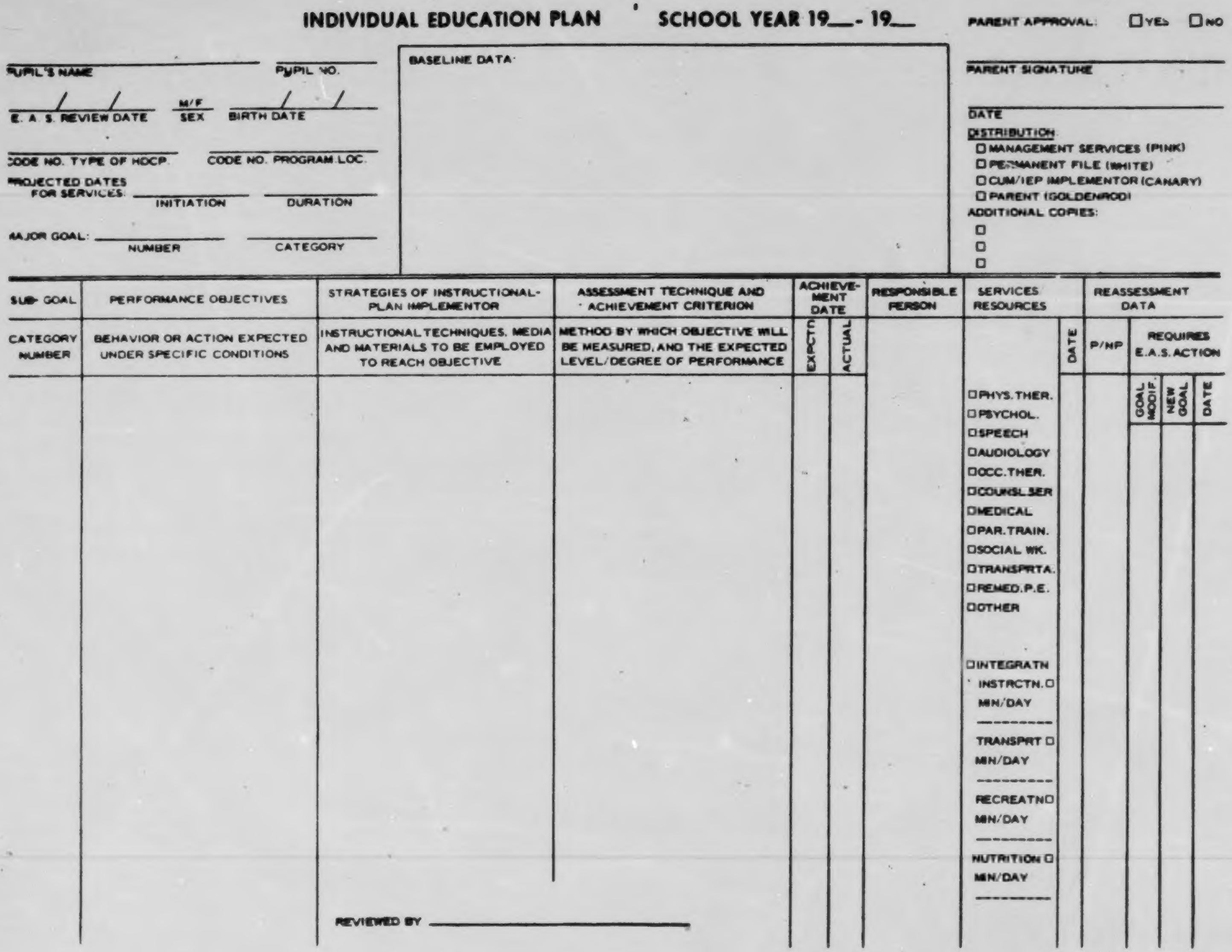
Between Wednesday, April 6, 1977 and Wednesday, May 25, 1977, the committee continued to meet on a weekly basis to develop the form to be used by certificated teaching staff in writing instructional plans for students. Information used by the committee in determining the items/content of the instructional planning form were: (1) the Kibler and Popham models, illustrating components in the instructional planning process; (2) the characteristics/elements described by Mager for writing instructional objectives; (3) the pending federal law and state regulations pertaining to the development of instructional plans; (4) the formats for instructional planning used by a minority of teachers employed by the county; and (5) the form used by the Contra Costa County Office of Education for instructional planning. Numerous drafts of the form were developed and disseminated to special education administrators for review, input, and modification. Illustration of the form to be used by teachers for instructional planning is cited in Figure 3.

Components of the instructional planning process delineated in the Kibler and Popham models of instruction were adapted to the instructional planning system with modification made to the sequence in which they

FIGURE 2. Goals of Special Education

BASIC SKILL AREAS

- 000 Self help skills
  - 010 Feeding/Eating/Drinking
  - 020 Manual Skills (Blind)
  - 030 Toileting
  - 040 Grooming
  - 050 Dressing/Undressing
  - 060 Mobility (Blind)
  - 070 Visual Efficiency (Partially Sighted)
- 100 Reading
  - 110 Readiness
    - 111 Visual
    - 112 Auditory
  - 120 Decoding
    - 121 Phonetic Analysis
    - 122 Structural Analysis
    - 123 Sound/Symbol Relationship
    - 124 Sight Vocabulary
  - 130 Oral Reading Skills
  - 140 Comprehension
    - 141 Context Clues
    - 142 Vocabulary Development
  - 150 Study Skills
    - 151 Dictionary Skills
    - 152 Utilizing Reference Materials
    - 153 Interpretation of Written Information
    - 154 Library Use
    - 155 Organizing Information
  - 160 Purpose and Value of Reading
  - 170 Practical Reading
- 200 Communication Skills
  - 210 Non-oral Language
    - 211 Speech Reading
    - 212 Finger Spelling
    - 213 Sign Language
    - 214 Typing and Braille Writing
    - 215 Adaptive Communication (Communication Boards)
    - 216 Body Language
  - 220 Oral Language
    - 221 Auditory Perception
      - 222 Listening
      - 223 Auditory Memory
    - 224 Pre-Articulation
    - 225 Articulation
  - 230 Language Development
    - 231 Grammar
    - 232 Speaking
    - 233 Comprehension
    - 234 Association
  - 240 Written Language
    - 241 Handwriting
    - 242 Spelling
    - 243 Grammar
- 300 Reasoning
- 350 Other Academic Skills
- 400 Computation Skills
  - 410 Math Readiness
  - 420 Basic Math
    - 421 Addition
    - 422 Subtraction
    - 423 Multiplication
    - 424 Division
    - 425 Fractions
    - 426 Percentages
    - 427 Simple Algebra
    - 428 Simple Geometry
  - 430 Practical Math
    - 431 Telling Time
    - 432 Measurement
    - 433 Money
- 500 Perceptual Motor Coordination
  - 510 Gross Motor
  - 520 Fine Motor
  - 530 Orientation
    - 531 Body Awareness
    - 532 Spatial
    - 533 Directionality
    - 534 Laterality
  - 540 Mobility (Blind)
  - 550 Wheel Chair Use
- 600 Health and Hygiene
  - 610 Physical Health
    - 620 Physical Fitness
    - 630 Nutrition
    - 640 Drug Education
    - 650 Knowledge of Body Systems
    - 660 Hygiene
      - 661 Grooming
      - 662 Care of eyes, nose, ears & teeth
    - 670 Mental Health
      - 671 Expression of Emotions
      - 672 Decision Making
      - 673 Risk Taking
      - 674 Behaving Responsibly
      - 675 Problem Solving
      - 676 Self-Discipline
      - 677 Intra-Personal Adjustment
- 700 Self-Concept
  - 710 Self-Identification/Body Parts
  - 720 Self-Confidence
  - 730 Needs and Interests
  - 740 Personal Values
- 800 Community Adjustment
  - 810 Relations With Others
    - 811 Relations With Peers
    - 812 Relations With Adults
    - 813 Relations With Authorities
  - 820 Social Skills
    - 821 Speech
    - 822 Manners
  - 830 Family Life
    - 831 Child Care
    - 832 Human Sexuality
    - 833 Family Relations
  - 840 Classroom Behavior
    - 841 Attendance/Promptness
    - 842 Attention Span
    - 843 Task Completion
  - 850 Safety
  - 860 Recreation/Leisure Skills
  - 870 Independent Living Skills
    - 871 Use of Public Transportation
    - 872 Use of Telephone
    - 873 Consumer Skills
    - 874 Housekeeping
    - 875 Other
- 900 Vocational and Career Development
  - 910 Pre-Vocational
    - 911 Interviewing Techniques
    - 912 Types of Professions
    - 913 Applying for a job
  - 920 Career Development
    - 921 Specific Skills Training
    - 922 Career Knowledge
    - 923 Career Exploration
    - 924 Career Interests
    - 925 Career Aptitudes



INDIVIDUAL EDUCATION PLAN ' SCHOOL YEAR 19__- 19__

PARENT APPROVAL: ☐ YES ☐ NO

PUPIL'S NAME __________ PUPIL NO. __________

__/__/__ E. A. S. REVIEW DATE M/F SEX __/__/__ BIRTH DATE

CODE NO. TYPE OF HDCP. __________ CODE NO. PROGRAM LOC. __________

PROJECTED DATES FOR SERVICES: __________ INITIATION __________ DURATION

MAJOR GOAL: __________ NUMBER __________ CATEGORY

BASELINE DATA:

__________ PARENT SIGNATURE

__________ DATE

DISTRIBUTION:
☐ MANAGEMENT SERVICES (PINK)
☐ PERMANENT FILE (WHITE)
☐ CUM/IEP IMPLEMENTOR (CANARY)
☐ PARENT (GOLDENROD)

ADDITIONAL COPIES:
☐
☐
☐

SUB- GOAL	PERFORMANCE OBJECTIVES	STRATEGIES OF INSTRUCTIONAL-PLAN IMPLEMENTOR	ASSESSMENT TECHNIQUE AND ACHIEVEMENT CRITERION	ACHIEVEMENT DATE		RESPONSIBLE PERSON	SERVICES RESOURCES		REASSESSMENT DATA			
CATEGORY NUMBER	BEHAVIOR OR ACTION EXPECTED UNDER SPECIFIC CONDITIONS	INSTRUCTIONAL TECHNIQUES, MEDIA AND MATERIALS TO BE EMPLOYED TO REACH OBJECTIVE	METHOD BY WHICH OBJECTIVE WILL BE MEASURED, AND THE EXPECTED LEVEL/DEGREE OF PERFORMANCE	EXPCTN	ACTUAL			DATE	P/NP	REQUIRES E.A.S. ACTION		
							☐ PHYS. THER. ☐ PSYCHOL. ☐ SPEECH ☐ AUDIOLOGY ☐ OCC. THER. ☐ COUNSL. SER ☐ MEDICAL ☐ PAR. TRAIN. ☐ SOCIAL WK. ☐ TRANSPRTA. ☐ REMED. P.E. ☐ OTHER ☐ INTEGRATN INSTRCTN. ☐ MIN/DAY ________ TRANSPRT ☐ MIN/DAY ________ RECREATN ☐ MIN/DAY ________ NUTRITION ☐ MIN/DAY ________			GOAL MODIF.	NEW GOAL	DATE

REVIEWED BY __________

FIGURE 3

Format Used For Development of Instructional Plans For Students occurred. The Kibler/Popham instructional planning process identified the selection of objectives as the initial step in the planning process: preassessment followed. In the instructional planning system, preassessment is a prerequisite to the determination of objectives in the areas of primary instructional need. Instructional objective in basic skill and goal areas are determined based upon baseline assessment data. Other components in the instructional planning process (instructional procedures and evaluation) are identified in the form used for instructional planning under the respective categories of "strategies of instructional plan implementor" and "assessment technique and achievement criterion."

Adaptation of Mager's characteristics for writing instructional objectives is evident in the system's format for instructional planning. Specification of performance objectives (behavior or action expected under specific conditions), strategies... (instructional techniques and materials to be employed to reach the objective(s)), and assessment technique and achievement criterion (method by which the objective will be measured and the expected level/degree of performance) correspond to Mager's characteristics. Respectively, these corresponding characteristics are:

1. a description of the terminal behavior that will be accepted as evidence that the learner has achieved mastery of the objective;
2. a description of the important conditions under which the behavior will be expected to occur; and

3. the criterion used to evaluate the learner's performance: how well the learner must perform to be considered acceptable.

The format for instructional planning was designed to be congruent with federal and state guidelines for instructional planning. To achieve congruence additional items were included on the form used for instructional planning. Included among these items were: (1) identification of the person responsible for implementing the plan; (2) identification of related services/ resources needed by the student and provided by the school or other public agency; (3) identification of instructional goals/goal areas; (4) parent authorization for implementation of the plan/program; and (5) specification of other information as indicated on the upper left section of the form. Provision was also made on the form to ensure that objectives were time-referenced (note the column in Figure 3 pertaining to achievement data.

Developing the Booklet of Instructional Objectives

A computer search of special education objectives was conducted by the project writer through the San Mateo Educational Resources Center (SMERC) in March 1977. From the information that was obtained selected materials/publications were ordered to assist the project writer and committee in identifying objectives.

On Monday, April 4, 1977, following adoption of the list of basic skill and goal areas by the county's special education administrators, the committee responsible for development of a booklet of instructional objectives conducted its initial meeting. Development of a booklet covering objectives in all basic skill and goal areas was considered unfeasible based upon a timeline for completion of the booklet that coincided with the beginning of the 1977-1978 school year. Consensus was reached that two basic skill areas would be selected, with objectives delineated in each goal area. Input would be elicited from special education administrators in determining the skill areas to be emphasized in the booklet. Based upon the input received, reading and communication were selected.

Sub-committees were established by the project writer at the committee's April 11, 1979 meeting. Responsibility for writing a draft of objectives for each goal area was delegated to each sub-committee. Objectives in the basic skill and goal areas of communication were the responsibility of the project writer and one administrator, with objectives in the area of reading being the responsibility of the remaining two special education administrators. Ten teachers proficient in writing performance objectives were identified by special education program administrators and assigned by the project writer to assist the sub-committees in accomplishing their tasks. Five teachers were assigned to each sub-committee.

During the week of April 18, 1977, with the approval of the County's Assistant Superintendent for Special Services, three days were set aside for the committee to meet to define instructional content areas in each major and sub-goal area. A decision was reached to organize objectives into major and minor categories within each goal area. The major objectives would represent large steps in achievement, and would be used for students that were expected to make rapid progress. The minor objectives would represent smaller increments of performance and would be used for students expected to make slower progress in a particular goal area. Minor objectives would be sequenced in order of difficulty of achievement. Determination was made to cross-reference goal areas where there were overlapping instructional emphases.

Weekly committee meetings were conducted between April 11, and June 17, 1977 to review and coordinate the activities of individual sub-committees, and, bi-monthly reports on committee progress were presented to the administrative staff of the Special Services Department. Numerous sub-committee meetings also transpired during this time span. The time-line for completion of sub-committee drafts of objectives was coordinated/based upon the end of the 1976-1977 school year on June 17, 1977. At that time teachers would no longer be available to assist the sub-committees. From mid-June through July 1977, drafts of objectives in each goal/content area were reviewed and modified where applicable by committee members and by the administrative staff in regularly scheduled meetings.

Publication of the booklet occurred in mid-August, 1977, following the assignment of a seven digit number to each objective by the project writer.

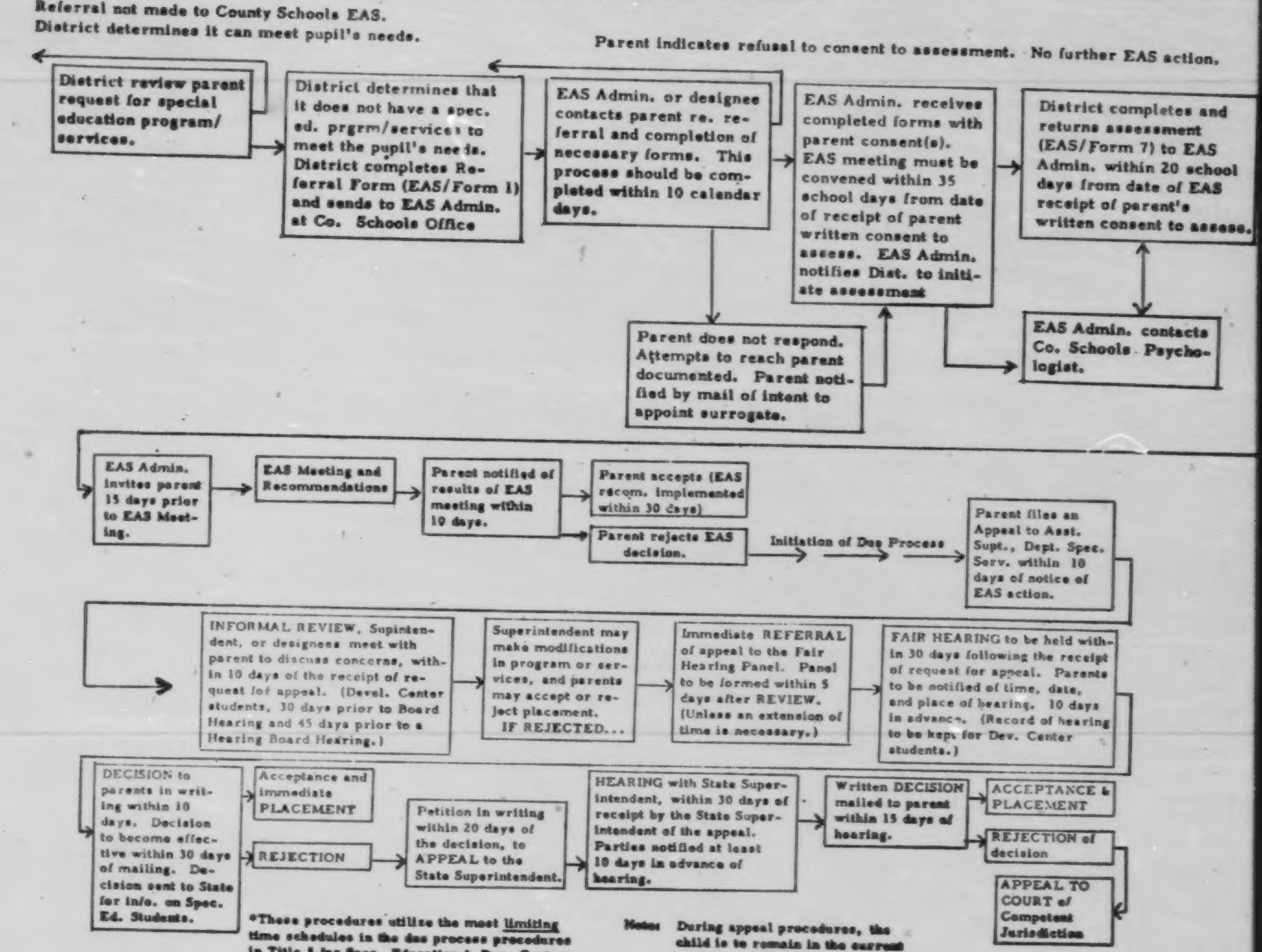
The first three digits indicate the goal number of the objective. The next two digits indicate the major objective number. The final two digits identify the minor objective number. Illustration of the booklet, "Instructional Objectives for Individual Education Planning" is cited in Appendix E. The booklet was made available to teachers at the beginning of the 1977-1978 school year, following inservice workshops on use of the booklet conducted by program administrators.

Expanding the Role and Responsibility of the EAS

Forms and procedures, insuring the protection of student and parent rights in actions pertaining to the referral, assessment, and placement of students in special education, were designed by a third committee in accordance with federal and state guidelines. Commencing on July 6, 1977 and continuing through July 27, 1977, weekly committee meetings were conducted by the project writer to accomplish this task. Copies of the forms and procedures are cited in Appendix F. A flow chart delineating EAS actions and timelines is depicted in Figure 4 on the succeeding page. Adoption of the forms and procedures by the county's special education administrative staff occurred on Friday, August 4, 1977 following review and discussion.

Expansion of the role and responsibility of the County Schools' EAS was determined necessary by the project writer to effectively manage and

FLOW CHART FOR SPECIAL EDUCATION REFFERALS BY SCHOOL DISTRICTS TO MARIN COUNTY SCHOOLS' PROGRAMS


Referral not made to County Schools EAS. District determines it can meet pupil's needs.
Parent indicates refusal to consent to assessment. No further EAS action.
District review parent request for special education program/services.
District determines that it does not have a spec. ed. prgrm/services to meet the pupil's needs. District completes Referral Form (EAS/Form 1) and sends to EAS Admin. at Co. Schools Office
EAS Admin. or designee contacts parent re. referral and completion of necessary forms. This process should be completed within 10 calendar days.
EAS Admin. receives completed forms with parent consent(s). EAS meeting must be convened within 35 school days from date of receipt of parent written consent to assess. EAS Admin. notifies Dist. to initiate assessment
District completes and returns assessment (EAS/Form 7) to EAS Admin. within 20 school days from date of EAS receipt of parent's written consent to assess.
Parent does not respond. Attempts to reach parent documented. Parent notified by mail of intent to appoint surrogate.
EAS Admin. contacts Co. Schools Psychologist.
EAS Admin. invites parent 15 days prior to EAS Meeting.
EAS Meeting and Recommendations
Parent notified of results of EAS meeting within 10 days.
Parent accepts (EAS recom. implemented within 30 days)
Parent rejects EAS decision.
Initiation of Due Process
Parent files an Appeal to Asst. Supt., Dept. Spec. Serv. within 10 days of notice of EAS action.
INFORMAL REVIEW, Supintendent, or designees meet with parent to discuss concerns, within 10 days of the receipt of request for appeal. (Devel. Center students, 30 days prior to Board Hearing and 45 days prior to a Hearing Board Hearing.)
Superintendent may make modifications in program or services, and parents may accept or reject placement. IF REJECTED...
Immediate REFERRAL of appeal to the Fair Hearing Panel. Panel to be formed within 5 days after REVIEW. (Unless an extension of time is necessary.)
FAIR HEARING to be held within 30 days following the receipt of request for appeal. Parents to be notified of time, date, and place of hearing. 10 days in advance. (Record of hearing to be kept for Dev. Center students.)
DECISION to parents in writing within 10 days. Decision to become effective within 30 days of mailing. Decision sent to State for info. on Spec. Ed. Students.
Acceptance and immediate PLACEMENT
REJECTION
Petition in writing within 20 days of the decision, to APPEAL to the State Superintendent.
HEARING with State Superintendent, within 30 days of receipt by the State Superintendent of the appeal. Parties notified at least 10 days in advance of hearing.
Written DECISION mailed to parent within 15 days of hearing.
ACCEPTANCE & PLACEMENT
REJECTION of decision
APPEAL TO COURT of Competent Jurisdiction

*These procedures utilize the most limiting time schedules in the due process procedures in Title 5 for Spec. Education & Dev. Centers.

Note: During appeal procedures, the child is to remain in the current program, unless there is a threat of bodily harm.

FIGURE 4

Flow Chart Delineating EAS Actions & Time-Lines monitor the development, implementation, and evaluation of each student's instructional plan, and, to ensure, where applicable that consistency was maintained in the instructional programs of students transferred from one county operated special program/class to another during the school year. Adoption of a multidisciplinary team approach to instructional planning was resolved to be consistent with federal and state guidelines.

Determination was made by the committee at its July 20, 1977 meeting that school-site teams should be established and delegated specific authority to develop and authorize the implementation of instructional plans for students that were continuing in county operated classes from the previous school year. Each school-site team would include a program administrator, school psychologist, and special education teacher. Parents would be invited to participate in development of the instructional plans for their children. Other professionals would be included in school-site team meetings at the discretion of the program administrator. The decision to establish school-site teams was based upon the fact that it was unfeasible for the County Schools' EAS to be able to meet and develop instructional plans for all students at the beginning of the school year. The EAS would retain its responsibilities for the assessment and placement of students initially referred, and, it would assume responsibility for the development and adoption of instructional plans for these students. Proposed changes in basic skill areas, major goal areas, program, placement and/or related services provided to students would be referred to the EAS by the program administrator during the school year. Authorization to implement these actions/procedures was made by the Assistant Superintendent for Special Services, following discussion with the special education administrative staff.

Instructions to special education administrative/support staff and teachers delineating responsibilities and procedures to be followed by school-site teams in conducting meetings to review and update instructional plans are identified in the following memorandum:

May 25, 1978

MEMORANDUM

TO: Special Education Administrative/Support Staff and Teachers

FROM: Ed Brennan E. B.

SUBJECT: School Site Instructional Plan Review Meetings

School Site Team Composition

School site instructional plan review teams must include the program administrator, school psychologist, special education teacher, parent, and child, when appropriate. Other professionals may be included at the discretion of the administrator.

Parent Notification

The school site administrator shall be responsible for notifying the parent about the meeting and for insuring that CAC Title 5 procedures are followed.

School Site Team Procedures and Authority

1. The School Site Team has the authority to:
    - a. review the performance objectives stated in the instructional plan and indicate the measure of achievement attained.
    - b. write new or additional performance objectives under the basic skill and major goal areas, provided such new or additional performance objectives do not require a change in program, placement, or related services provided, or a change or modification in basic skill or major goal areas.
2. The School Site Team shall refer to the EAS proposed changes in basic skill areas, major goal areas, program, placement and/or related services provided.
3. The program administrator may refer a school site team instructional plan review to the EAS any time there is a question about the appropriateness of the site review.

EB:mp

Implementation of the Instructional Planning System

Inservice workshops were conducted by program administrators prior to the opening of school in September to familiarize their staffs with the various components of the instructional planning system, and, to indicate the procedures and timeline involved in the development of instructional plans. Opportunities were provided for teachers to develop and critique sample instructional plans.

Implementation of the system occurred in September 1977. Instructional plans were developed by teachers for each student enrolled in a county operated special education program. Parents were contacted by teachers prior to the scheduling of school-site team meetings to discuss proposed instructional plans and to elicit their input in the development of plans. School-site team meetings were scheduled by program administrators during October and November 1977 to review and adopt instructional plans for the 1977-1978 school year. Where applicable, modifications were made in instructional plans, based upon the team's review of assessment data and determination of each student's primary special educational needs. Individual meetings were scheduled by program administrators with the parent(s) or guardian(s) of each student to discuss the proposed plan and to obtain parental consent to formally implement the plan. Student progress in the attainment of performance objectives was evaluated by teachers and reviewed at school site team meetings with parents, on at least an annual basis.

School-site teams were responsible for: (1) conducting annual reviews to review student progress; (2) determining if each objectives was achieved; (3) assigning a pass/no pass criterion to indicate whether or not each objective was attained; and (4) developing performance objectives for the coming school year. Proposed changes in basic skill areas, major goal areas, program placement, and/or related services required a referral by the school-site team to the Educational Assessment Service for additional assessment, review, and determination.

Seventy-eight (78) students were referred to the EAS during the 1977-1978 school year by program administrators at the request of teachers and/or parents to determine if modifications in the instructional programs/placements of students were necessary. Forty-six students (46) were transferred to classes determined to be more appropriate. Thirty-two (32) students continued in their existing placements. The instructional plans for students remained consistent in all instances except two. In two cases major goal areas were changed based upon the review of assessment data and determination of student progress.

One hundred two (102) new students were referred to the EAS during the 1977-1978 school year for determination of their special educational needs. All students were placed on interim or temporary diagnostic placement during the thirty-five (35) school day assessment period. Psycho-educational study reports were developed for each child, and, teachers responsible for the students during the thirty-five (35) school days conducted educational assessments and developed proposed instructional plans. Other assessments (i. e. speech/language, vision, hearing, medical) were conducted where necessary. Parents were contacted by teachers and/or other program specialists to elicit their input in the development of proposed instructional plans. EAS meetings were scheduled by the EAS Administrator on an individual basis. Fifteen days prior to each meeting parents were notified and requested to participate. At the meeting all assessment data were reviewed. The proposed instructional plan was reviewed to insure that it was consistent with data identifying the student's primary special education needs. Modifications were made in the plan if determined necessary by the EAS. A program/placement was recommended, and, where applicable any related services needed by the student (i. e. speech therapy, adaptive p. e., supplementary instruction in vision, hearing or mobility) was designated. Parent consent was sought to formally implement the instructional plan/program.

Evaluation Procedures

Three evaluation procedures/strategies were implemented by the project writer in determining the effectiveness of the instructional planning system. First, a random sample of half of each class in the four program categories (learning handicapped, communicatively handicapped, severely handicapped, and physically handicapped) was conducted using a pass/no pass criterion to determine if eighty (80) percent of the students achieved seventy-five (75) percent of the performance objectives set for them individually during the 1977-1978 school year. The random sample was conducted by the project writer between October and November 1978 after school-site teams had met, reviewed the progress of each student in each performance objective, and assigned a pass/no pass (P/NP) to indicate whether or not each objective had been achieved. A table of random numbers was selected from Elementary Statistics... by Games (1967).[20] Four hundred eighty-two (482) students constituted the population at hand. The number of students in each class ranged from a minimum of four to a maximum of twelve. Sequential numbers from one-to-twelve were assigned to students in each class to ensure that half of each class would be randomly sampled. Students were selected by entering the table of random numbers at the top of the fifth column on the first page and preceding through the tabled numbers until two hundred forty-one students were selected.

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[20] Paul A. Games and George R. Klare, Elementary Statistics: Data Analysis for the Behavioral Sciences, (New York, N. Y., McGraw-Hill Book Company), 1967.

Second, classroom teachers were asked to respond to a post-project questionnaire developed by the project writer to determine the adequacy and useful ness of the booklet of instructional objectives. The booklet was developed as a tool to assist teachers in writing instructional objectives for students in their classes. Determination of the booklet's effectiveness was based upon the criterion that seventy (70) percent of the teachers would indicate positive responses on the questionnaire. The percent of teachers responding positively to each question was determined, and, an average percent of positive teacher responses was obtained by dividing the percent of positive responses to questions two through ten by the number of questions (9 questions). For questions seven and eight responses were considered positive if teachers rated the booklet as "outstanding," "very good," or "good." Fifty-five (55) of the county's sixty-two (62) classroom teachers responded to the questionnaire.

Lastly, in conjunction with the development of the management information system, teachers were asked in May 1978 to participate in a formative evaluation of the format used for instructional planning. The principal input and concern of teachers focused on shifting the columns used to delineate performance objectives, strategies, and assessment criterion from a vertical to a horizontal position to facilitate ease in typing. Teachers also requested that more space be provided for writing objectives, strategies, and assessment criterion. Modifications were made in the instructional planning format to reflect the input provided by teachers.

Application for Federal Funds

On February 15, 1977, the project writer and the Assistant Superintendent for Special Services at the Marin County Schools Office met with local school district superintendents to discuss guidelines in pending federal law and state regulations for special education. A proposed plan of action was presented, calling for the formation of a county-district consortium to develop and implement procedures designed to comply with federal and state guidelines. Superintendents reached consensus that a county-district consortium was a fiscally and administratively sound and desirable approach to follow.

An administrator of special education from each of the larger (non-direct service) districts was designated by his superintendent to work closely with the project writer in identifying priorities for utilization of federal funds available under Part B of P. L. 94-142. These individuals and the project writer comprised a steering committee which met on consecutive Thursday mornings from March 10, 1977 through April 7, 1977 to identify priorities and to draft the application for use of federal funds. Guidelines in pending federal law and state regulations, and "Instructions for a Local Education Agency Application for Funds Under EHA, Part B, of P. L. 94-142," published by the California State Department of Education (SDE) were used in determining priorities. Cited in Appendix G are instructions to local education agencies from the SDE regarding preparation and submission of the application. Copies of the application were disseminated to the superintendent and board of education in each school district for review and adoption. Appendix C identifies the application/plan adopted by local school district boards of education between April 21, and May 13, 1977 and submitted by the Marin County Schools Office to the State Department of Education prior to the May 16, 1977 deadline.

Notification was received by the County Schools Office in November, 1977 that the application for federal funds had been approved. On November 17, 1977 the County Schools Office disseminated a position announcement and began screening applicants for the position of Consultant, Management Information System (MIS). Appendix H cites the Position Announcement. At the January 10, 1978 meeting of the Marin County Board of Education the Superintendent/Governing Board approved the employment of the consultant. (Appendix I provides a Summary of the January 10, 1978 Meeting of the Board of Education.)

During February 1978, contacts and visitation were made by the MIS consultant to local education agencies operating management information systems to investigate the advantages and disadvantages of various systems.

Meetings also transpired with the Educational Research Consultants: a professional firm providing contract services with the Tulare County Schools Office for management of their system. A recommendation that the County Schools Office contract with Educational Research Consultants for provision of a management information system (M. I. S.) for collection and reporting pupil information resulted from this investigation. (Appendix J identifies a status report detailing the preceding information.) On April 21, 1978, a contract agreement with Educational Research Consultants was signed by the Marin County Superintendent of Schools. (Refer to Appendix K).

Development and Implementation of the Management Information System (MIS)

In March, 1978, the project writer reinstituted the steering committee to assist in developing the management information system. Meetings were convened on a monthly basis, commencing on March 2, 1978 and continuing through June 1, 1978. At the initial meeting consensus was reached that the project writer and MIS Consultant would be responsible for development of the system, since these individuals were most familiar with the legal requirements in federal law and state regulations. Functions of the committee would be to: (1) review the forms and accompanying procedures; (2) provide input regarding possible modifications in forms and procedures; and (3) reach consensus on the content and format of all documents prior to implementation of the system.

Frequent meetings were scheduled between the project writer and MIS Consultant during March and April to: (1) research the guidelines/ legal requirements in federal and state statutes; (2) review input from teachers, program administrators and the EAS Administrator, acquired through formative evaluation of the forms and procedures used in the instructional planning system; and (3) develop MIS forms and procedures. Summative evaluation of the instructional planning system was made by the MIS Consultant to determine modifications needed prior to its incorporation in the MIS.

Draft copies of MIS forms were disseminated to members of the steering committee at the April, May, and June 1978 meetings. Where applicable modifications were made in the forms provided modifications were consistent with the requirements of federal and state statutes. Consensus was reached on the content and format of MIS forms at the steering committee's June 1, 1978 meeting. Forms with procedures delineating their use were identified in a procedural guide cited in Appendix L.

Developed by the project writer and MIS Consultant in July 1978, the "Marin County Management Information System Procedural Guide" was disseminated to district and county special education administrators through inservice training workshops conducted in September 1978. Workshops were designed to familiarize administrators with all aspects of the system prior to its implementation.

In May 1978, special education administrators throughout the county participated in a training session conducted by a consultant from Educational Research Consultants (ERC). The purpose of the training session was to instruct administrators in the use and completion of the Special Education Review Verification and Evaluation (SERVE) form, developed by the firm to meet federal and state data collection and reporting requirements. SERVE forms were completed on all special education students in the county and forwarded to ERC for programming into their computer in June 1978. Instructions and the timeline for completion of SERVE forms are cited in Appendix M.

Implementation of the total Management Information System by the County Schools Office and all twenty school districts in the county occurred in September 1978, at the beginning of the 1978-1979 school year.

4. EVALUATION OF PRACTICUM RESULTS

Overview of Practicum Outcomes

An instructional planning system was designed by the project writer to establish accountability in the instructional programs of students through written articulation of baseline assessment data in areas of instruction, with goal areas and time-referenced measurable performance objectives specified. The system was implemented in all special education programs operated by the County Schools Office, commencing at the beginning of the 1977-1978 school year in September, 1977.

Strategies designed by the project writer to facilitate development of the system were employed in the manner specified. Committees comprised of special education administrators were constituted and assigned responsibility to assist the project writer in developing the system. The Instructional Planning System was based upon the adaptation of a similar system instituted by the Contra Costa County Office of Education. It consisted of three components: (1) a form delineating a comprehensive life of the basic skill and goal areas of special education; (2) a form used for instructional planning; and (3) a booklet of instructional objectives developed as a tool to assist teachers in instructional planning. Procedures were instituted which expanded the role and responsibility of the Educational Assessment Service (EAS) through its inclusion in the instructional planning process. Other procedures were instituted by the EAS to insure the protection of parent and student rights under federal law and state regulations in all actions pertaining to the referral, assessment, and placement of students in special education.

In the practicum's second phase the Instructional Planning System was disseminated to local school districts through its incorporation in the Management Information System (MIS). Formative evaluation of the former system was made by the project writer and staff responsible for its implementation. Summative evaluation was made by the MIS Consultant employed by the County Schools Office with federal funds. Modifications were made in the format used for instructional planning as a result of the system's formative evaluation. (Refer to Figure 3 and Appendix L for comparative illustration of the changes made in the format for instructional planning.) Forms that were developed and used by the EAS in conjunction with procedures to insure the protection of parent rights were replaced by a more detailed set of forms, following the MIS Consultant's summative evaluation.

The Management Information System was implemented by the County Schools Office and each of the county's twenty school districts in September, 1978. Institutionalization of the system resulted in the standardization of special education operating procedures throughout the county in all actions pertaining to the referral, assessment, instructional planning, placement, and evaluation of all students in special education. Data needed to meet federal and state reporting requirements for students in special education were collected and entered in a computer operated by Educational Research

Consultants. Forms MIS-A and MIS-D were used to record and report changes in the status of students. These forms are illustrated in Appendix L. Form MIS-D, a computer printout of a student's instructional program was forwarded to the Educational Assessment Service upon request to Educational Research Consultants. It was used whenever a student's instructional program was being reviewed and updated.

Implementation of the system has resulted in the Educational Assessment Service, the County Schools Office and/or any local school district being able to monitor the educational programs and progress of all students enrolled in special education programs throughout the county.

Outcomes Pertaining to Implementation of the Instructional Planning System

The practicum's initial process objective was achieved through implementation of the Instructional Planning System (IPS) at the beginning of the 1977-1978 school year. Standardization of the format used in all county operated special education programs resulted from institutionalization of the system. Instructional plans that delineated baseline assessment data in areas of instructional need, and specified goal areas and time-referenced, measurable performance objectives, were written by teachers for all students currently enrolled in county operated special education programs, using the standardized format. Instructional plans were developed during September and October 1977, and, meetings were scheduled with parents on an individual basis in November, 1977 to review and finalize the proposed plans.

Multidisciplinary school-site teams were established in conjunction with an expansion of the role and responsibility of the County Schools' Educational Assessment Service to conduct meetings and participate in the development and finalization of instructional plans. Teams consisted of a special education program administrator, special education teacher, school psychologist, and parent. Other professional persons knowledgeable about the special educational needs of a student were included at the discretion of the program administrator. These same school-site teams' reconvened during September and October, 1978; meeting with individual parents and teachers to review performance objectives for each student, and applying a pass/no pass (P/NP) criterion with respect to the achievement of each objective.

Data were collected by the project writer in November, 1978, following the annual review of each student's instructional plan. A random sample of half of each class in the four program categories (severely handicapped, communicatively handicapped, learning handicapped, and physically handicapped) was conducted to determine, using the P/NP criterion, if eighty (80) percent of the students achieved at least seventy-five (75) percent of the objectives set for them individually in the 1977-1978 school year. A table of random numbers was used in identifying the population of students. Cited in Table 1 in Appendix N are data that illustrate the results obtained through the random sample. The population sampled consisted of two hundred forty-one students. Table 1 identifies each student by number, program classification, and type of class, and reports the number of objectives passed and not passed by each student in the eleven basic skill areas of special education. The percent of objectives achieved for each student was derived by dividing the sum of the objectives achieved by the total number of objectives set for each student.

Data are shown in Table 2 that indicate the number and percent of students achieving at least three fourths of the objectives. Percentages were tallied using the information obtained in Table 1. The sum of the number of students achieving seventy-five (75) percent or more of the objectives was divided by the total number of students to determine the percent of students that achieved at least three fourths of the objectives.

TABLE 2

FINDINGS OF RANDOM SAMPLE OF HALF THE STUDENTS IN EACH CLASS IN EACH PROGRAM CLASSIFICATION ILLUSTRATING ACCOUNTABILITY IN THE INSTRUCTIONAL PLANNING SYSTEM

No. of Ss Randomly Sampled	No. of Ss Achieving 75% or > of Objectives	% of Ss Achieving 75% or > of Objectives	No. of Ss Achieving < than 75% of Objectives	% of Ss Achieving < Than 75% of Objectives
241	205	85.1	36	14.9

No. defines number
Ss defines students
> < defines greater or less

Analysis of the data show that accountability in instructional planning, and evaluation in student learning/progress resulted from implementation of the Instructional Planning System (IPS) during the 1977-1978 school year. Two hundred five (205) of the two hundred forty-one (241) students randomly sampled achieved seventy-five (75) percent or more of the objectives set for them individually. This figure represents eighty-five (85) percent of the population sampled. Thirty-six (36) students, representing fifteen (15) percent of the population achieved less than seventy-five (75) percent of the objectives set for them.

By comparison, accountability in instructional planning and evaluation ranged between seventeen (17) and twenty-five (25) percent prior to the implementation of the system. In the vast majority of student records the specific instructional programs and progress of students were not reported by teachers. Most student records contained a variety of non-specific, non-related and unsubstantiated information about students. Precise instructional plans for students, with data substantiating progress, were discernible only in instances where baseline assessment data and measurable, time-referenced objectives were specified.

Based upon the results derived through implementation of the Instructional Planning System, it is apparent that the practicum's terminal objective was achieved. Outcomes derived exceeded the criterion that was established in the terminal performance objective. Eighty-five (85) percent of the students, rather than eighty (80) percent, achieved at least seventy-five (75) percent of the objectives that were set for them. Further analysis of the data indicate that, of the two hundred five (205) students achieving seventy-five (75) percent or more of the objectives, eighty-one (81) percent of this number (166) students) passed eighty (80) percent or more of the objectives. From these findings it is concluded that the Instructional Planning System was effective in establishing accountability in the instructional programs of students in county operated special education programs.

In conjunction with implementation of the instructional planning system, the role and responsibility of the County Schools' Educational Assessment Service (EAS) were expanded to include participation in the development of instructional plans for all students initially referred to the County Schools Office for special education services. One hundred two (102) new students were referred to the EAS during the 1977-1978 school year for determination of their special educational needs. The EAS participated in the development of an instructional plan for each of these students. Once adopted by the EAS, changes in the basic skill and/or goal areas of the instructional plan were not permitted without prior EAS review and authorization. Proposed changes, whether additions or deletions in either of these areas, required the submission of a referral to the EAS with supportive documentation (assessment data) substantiating the need for the proposed change(s). Determination was made by the EAS regarding the appropriateness of proposed changes, following, its review of the data. Thirty-nine (39) students were referred by school-site teams to the EAS in the initial months of the 1978-1979 school year for proposed changes in their instructional plans. Changes were authorized in thirty-three (33) of the plans reviewed.

Prior to expansion of the role and responsibility of the EAS, its functions were limited to: (1) the review of assessment data needed to determine a student's eligibility for special education; (2) the placement of students in special education programs; (3) the review of placements when requested; and, (4) the discharge of students that no longer required special education program services.

Problems that had existed when students were transferred from one county operated special class to another were corroborated by teachers in the year preceding implementation of the Instructional Planning System. Sixty-three (63) percent of the teachers reported difficulty in determining the specific skills in which transferring students were proficient, based upon a review of information in student records. Other data showed that a significant number of teachers also had difficulty in discerning the specific skills that needed to be taught and/or in discerning the specific skills that students had been exposed to, based upon information contained in the records of transferring students. These problems were eliminated when the Instructional Planning System was implemented. Instructional plans were reviewed, updated, and approved by the EAS for all students transferred to new class prior to the transfer action. Information needed by teachers to maintain continuity in the instructional programs of transferring students was provided on instructional planning forms (i. e. baseline assessment data, basic skill areas, goal areas, and time-referenced measurable performance objectives.)

Seventy-eight (78) students were referred to the EAS in the 1977-1978 school year regarding proposed changes in their special education class placement. Forty-six (46) students were assigned/transferred to new classes: thirty-two (32) students continued in their existing placements.

In all instances, continuity in the instructional programs of students was maintained through EAS involvement in the instructional planning and review process. In contrast, continuity was documented in only twenty (20) percent of the sixty (60) cases reviewed during the 1975-1976 school year. Maintenance of continuity in student programs contributed to the system's success in achieving accountability in student learning.

Outcomes Pertaining to the Booklet of Instructional Objectives

A booklet of instructional objectives, representing a third component of the Instructional Planning System, was developed, published, and disseminated to classroom teachers at the beginning of the 1977-1978 school year to facilitate instructional planning. The booklet delineated instructional objectives in the basic skill and goal areas of reading and communication. Content areas were identified where applicable in major goal areas and sub-goal areas. In each goal area, objectives were organized into major and minor categories. Major objectives represented large steps in achievement; used for students expected to make rapid progress. Minor objectives were sequenced in order of difficulty for students expected to achieve progress at a slower rate. Seven digit numbers were assigned to each objective to identify the goal number, major objective number, and the minor objective number. Numbers were to be recorded by teachers on the instructional planning form. (Refer to Figure 3 for illustration of the form)

A post-project questionnaire was disseminated to county employed classroom teachers in June 1978 to evaluate the booklet's organization and usefulness to teachers in facilitating instructional planning. The questionnaire is cited in Appendix O. Responses were received from fifty-five (55) of the sixty-two (62) classroom teachers. (Data were collated by the project writer to determine the number and percent of positive teacher responses to each question. Using the percent of positive responses to each question, an average percent of positive teacher responses was determined. Table 3 identifies the data and results that were obtained.

TABLE 3

CLASSROOM TEACHER POSITIVE RESPONSES TO A POST-PROJECT QUESTIONNAIRE ON THE ADEQUACY AND USEFULNESS OF THE BOOKLET OF INSTRUCTIONAL OBJECTIVES

Total No. Classroom Teachers	Total No. Teachers Responding	Positive Teacher Responses to Questions 1-10									Average % Positive Teacher Responses
		* Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	
62	55	49	41	48	49	51	52	48	47	49	
		79	66	77	79	82	84	77	76	79	78
		% Positive Teacher Responses to Questions									

* Q. defines Question

The criterion applied in determining the booklet's usefulness was that seventy (70) percent of the teachers would provide positive responses. Results obtained show that the average percent of positive teacher responses was seventy-eight (78) percent. Based upon this finding it was concluded that the Booklet of Instructional Objectives is a useful and integral component of the Instructional Planning System. Seventy-six (76) percent of the teachers responding indicated that the booklet is a useful part of the system. Seventy-nine (79) percent of the teachers supported expansion of the booklet to other basic skill and goal areas. Percentages discussed in the latter two examples identify teacher responses to specific questions.

Outcomes Pertaining to Implementation of the Management Information System

A management information system (MIS) that standardized the operation of special education programs throughout the county was implemented by the County Schools Office and each of the county's twenty (20) school districts in September 1978. Institutionalization of the system by these school agencies resulted in achievement of the practicum's final process objective. The objective specified that sixteen (16) school districts representing eighty (80) percent of the school agencies in the county would participate with the County Schools Office in institutionalizing the system. Nineteen (19) school districts and the County Schools Office initially adopted a plan that established a county/district consortium to develop and implement the system. Evidence of the plan's adoption by each of these school agencies is cited in Appendix C; the county's application for use of federal funds. The Novato Unified School District became the twentieth school district to join the consortium, in June 1978.

Ample evidence was cited in Appendices C and G through M, documenting the actions and activities involved in and resulting from the system's development and implementation. Three major outcomes were derived through implementation of the system. First, the accountability-based instructional planning system was included as an integral component of the Management Information System. Second, congruence was achieved between MIS forms and procedures and the basic provisions of federal law (P. L. 94-142) and state regulations (California Administrative Code) in all areas pertaining to the education of exceptional children. Lastly, and perhaps most importantly, institutionalization of the MIS resulted in standardization in the operation of all special education programs in the county in regard to the referral, assessment, instructional planning, placement, evaluation, and monitoring of all students with special educational needs in Marin County: a phenomenon that heretofore was non-existent.

Interviews with special education administrators in the school districts of the county, in November 1978, confirmed the project writer's initial findings in regard to the system's effectiveness. Administrators concurred that utilization of common forms and procedures facilitated and greatly improved the efficiency of both county and school district educational assessment service (EAS) teams in maintaining continuity in the instructional programs/plans of students referred from one school agency to another for special education services. Thirty-seven (37) students were reported as having been transferred under the condition identified, during the initial months of the system's operation. Continuity was maintained in the instructional programs/plans of all students reported. Additionally, administrators acknowledged that the MIS eliminated the considerable amount of administrative time and energy that were formerly expended in collecting data for completion of federal and state reports. Ongoing up-to-date data on each student were available through the data processing component of the system. The County Schools' MIS Consultant was responsible for management of the system, and for the completion of all required reports. Based upon the findings/outcomes derived from implementation of the system, it concluded that the system has had a significant positive impact on the educational programs of students, and, on the operation of special education programs in the county.

INSTITUTIONALIZATION AND DISSEMINATION

The Instructional Planning System developed through this practicum was initially instituted in all special education programs operated by the Marin County Schools Office, in the 1977-1978 school year. Approximately five hundred students in county special education classes, schools and centers were impacted by the system, as were a comparable number of students in local school district programs that received itinerant special education services through the County Schools Office.

In Spring 1978 the system was disseminated to the local school districts of the county, through their participation in the development of a management information system (MIS). When the latter system was implemented by all school agencies of the county in 1978-1979, the instructional planning system, representing an integral component of the MIS, was also implemented. Approximately two thousand students in county and district special education programs have been impacted by these systems in the current school year.

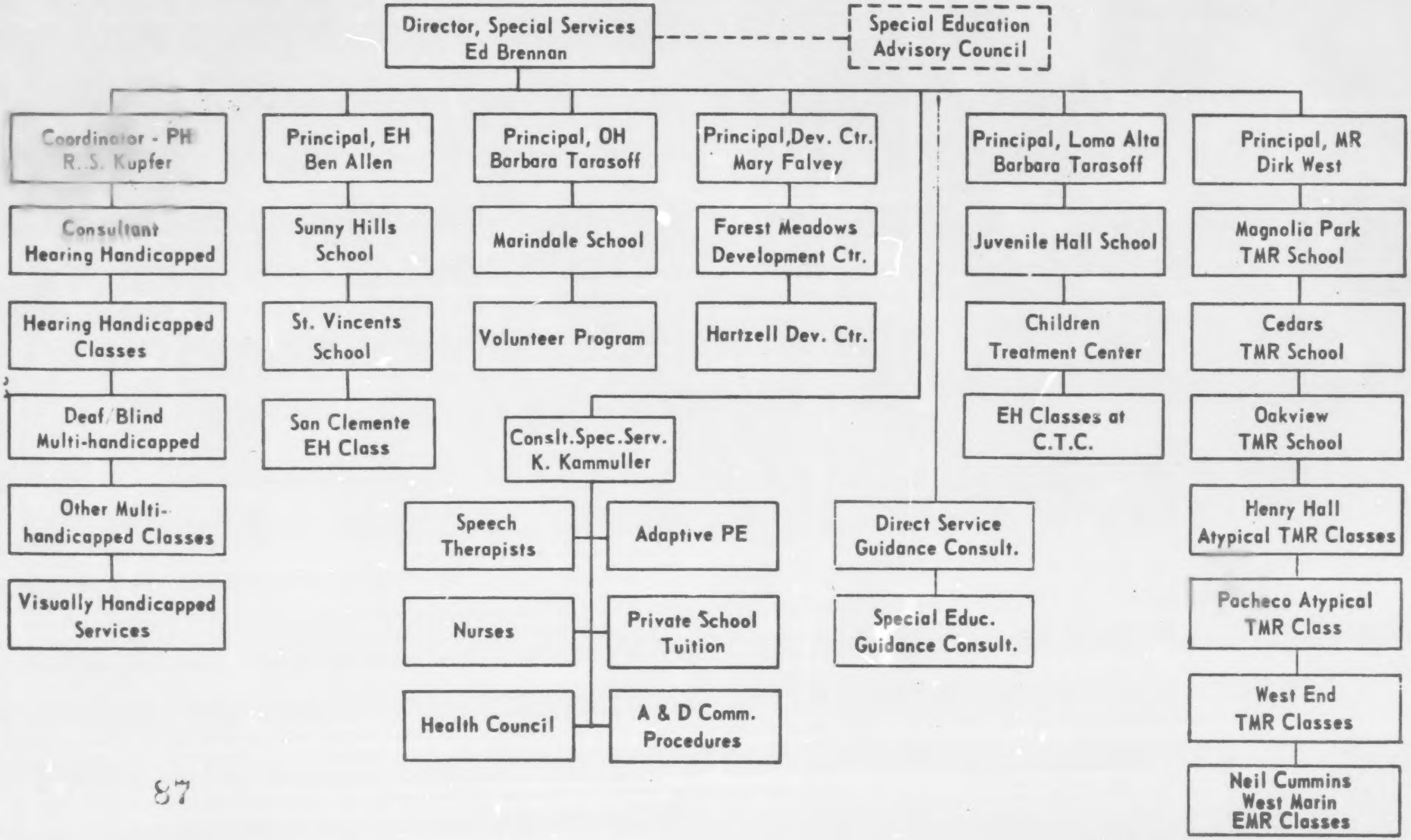
Representatives from the State Department of Education were informed of the regional (countywide) institutionalization of these systems in November 1978: they appeared favorably impressed. On Thursday, December 14, 1978, the State Board of Education approved Marin County for participation in California's Compehensive Master Plan for Special Education in 1979-1980. Marin County was one of ten responsible local agencies (RLAs) in in the state approved for next year: it was one of three approved in the northern half of the state. In the four years preceding this action, the Marin County Schools Office and the local school districts of the county had sought this approval. Under Master Plan additional funding will accrue to the county for operation of special education program services.

APPENDIX A

MARIN COUNTY SCHOOLS OFFICE SPECIAL SERVICES ORGANIZATION CHART

Office of Virgil S. Hollis, Marin County Superintendent of Schools

SPECIAL SERVICES ORGANIZATION CHART 1976-77


Director, Special Services
Ed Brennan
Special Education
Advisory Council
Coordinator - PH
R. S. Kupfer
Consultant
Hearing Handicapped
Hearing Handicapped
Classes
Deaf/Blind
Multi-handicapped
Other Multi-handicapped Classes
Visually Handicapped
Services
Principal, EH
Ben Allen
Sunny Hills
School
St. Vincents
School
San Clemente
EH Class
Principal, OH
Barbara Tarasoff
Marindale School
Volunteer Program
Principal, Dev. Ctr.
Mary Falvey
Forest Meadows
Development Ctr.
Hartzell Dev. Ctr.
Consult. Spec. Serv.
K. Kammuller
Speech
Therapists
Adaptive PE
Nurses
Private School
Tuition
Health Council
A & D Comm.
Procedures
Direct Service
Guidance Consult.
Special Educ.
Guidance Consult.
Principal, Loma Alta
Barbara Tarasoff
Juvenile Hall School
Children
Treatment Center
EH Classes at
C.T.C.
Principal, MR
Dirk West
Magnolia Park
TMR School
Cedars
TMR School
Oakview
TMR School
Henry Hall
Atypical TMR Classes
Pacheco Atypical
TMR Class
West End
TMR Classes
Neil Cummins
West Marin
EMR Classes

APPENDIX B

MARIN COUNTY SCHOOLS OFFICE
SPECIAL EDUCATION
PROGRAMS/CLASSES/CENTERS

MARIN COUNTY SCHOOLS OFFICE

SPECIAL EDUCATION PROGRAMS/CLASSES/CENTERS

Program Classification	Type of Class	Location	No. of Classes
Learning Handicapped	Educationally Handicapped	Sunny Hills	4
		St. Vincent's	5
		San Clemente	1
		Creekside	2
	Educationally Handicapped	Neil Cummins	1
		West Marin	1
	Total Classes Learning Handicapped		14
Physically Handicapped	Multihandicapped	Vallecito	3
		Gallinas	1
		San Clemente	1
		St. Vincent's	1
		Greenbrae	1
		Bacich	1
		Kent Middle	1
		Ross	1
	Orthopedically Handicapped	Marindale	4
	Total Classes Physically Handicapped		14
Severely Handicapped	Trainable Mentally Handicapped	West End	2
		Oakview	2
		Magnolia Park	5
	Developmentally Handicapped	Forest Meadows	4
		Hartzell	3
	Autistic	Henry Hall	2
		San Rafael H. S.	1
	Total Classes Severely Handicapped		19

Program Classification	Type of Class	Location	No. of Classes
Communicatively Handicapped	Speech/Language (Aphasic)	Davidson	1
		San Rafael H. S.	1
		Strawberry	1
		Vallecito	1
		Granada	1
	Deaf/Blind	Kent Annex	1
	Hearing Handicapped	Kent Annex	4
		Gallinas	3
		Kent Jr. Hi.	2
	Total Classes Communicatively Handicapped		15
	Total Classes All Programs		62

APPENDIX C

APPLICATION FOR EDUCATIONAL AGENCY PLAN FOR SPECIAL EDUCATION: P. L. 94-142

California State Dept. of Education
Office of Special Education
721 Capitol Mall, Sacramento 95814
EAPSE (new 1-77) Form A-1

Code Number: 2 1 0 0 0 0 0

Marin County Schools
Name of LEA, IEU, or RLA

Date of Application

APPLICATION FOR EDUCATIONAL AGENCY PLAN FOR SPECIAL EDUCATION
P.L. 94-142
Certification of Participation: Fiscal Year 1977-78

1. Certification of Participating Agencies:
Each of the undersigned representatives of agencies as shown in items 2(a) and 2(b) affirms that, to the best of his or her knowledge, the information contained in this application is correct and complete; that the local education agency or other agency which he or she represents has authorized him or her to file this application; and that such authorizing action is recorded in the minutes of a meeting held by each agency on the date shown. The local education agency named in item 2(a) has been designated as the administrative and fiscal agent for this program and is authorized to receive and expend funds for the conduct of this program and to collect and report data on the program. A method of distribution of funds has been agreed upon which will insure equalization of programs and services for all individuals with exceptional needs.

2. Members of Educational Agency Plan for Special Education:

(a) Certification by agency designated as administrative and fiscal agency for this program (responsible local agency):

Legal name of LEA Code 2 1 0 0 0 0 0 Marin County Superintendent of Schools	Name and title of authorized representative Virgil S. Hollis, County Superintendent			Telephone number (415) 924-9500
	Signature of authorized representative Virgil S. Hollis		Date signed 5-11-77	Date of meeting 5-10-77
Street address 201 Tamal Vista Blvd.	Name and title of director of program Ed Brennan, Director of Special Services			Telephone number (415) 924/9500
City Corte Madera	ZIP code 94925	County MARIN	Street address of director of program City 201 Tamal Vista Blvd., Corte Madera	ZIP code 94925

(b) Certification by participating agencies:

Legal name of agency Code 2 1 6 5 3 0 0 Bolinas-Stinson Union Elementary	Signature of authorized representative Virgil S. Hollis	Date signed 5-11-77	Date of meeting 5-10-77
Street address Star Rt.	Type or print name and title of authorized representative		Telephone number
City Bolinas ZIP code 94924 County Marin	Street address	City	ZIP code
Legal name of agency Code 2 1 6 5 3 1 8 Dixie Elementary	Signature of authorized representative Clifford W. Campbell	Date signed May 12, 1977	Date of meeting May 11, 1977
Street address 380 Nova Albion Way	Type or print name and title of authorized representative Clifford W. Campbell, Supt.		Telephone number (415) 479-8881
City San Rafael ZIP code 94903 County Marin	Street address 380 Nova Albion Way	City San Rafael	ZIP code 94903

California State Dept. of Education
721 Capitol Mall, Sacramento 95814
Office of Special Education
EAPSE (new 1-77) Form A-2

Certification for Participation: Fiscal Year 1977-78
(continued)

Marin County Schools
Name of LEA, IEU, or RLA

Date of Application

2. Members of Educational Agency Plan for Special Education (continued):

(b) Certification by participating agencies:

Legal name of agency Code 2 1 6 5 3 2 6 Fairfax Elementary			Signature of authorized representative Jim Mark	Date signed 5/13/77	Date of meeting 5/12/77
Street address 58 Park Road			Type or print name and title of authorized representative Jim D. Mark, Supt.		Telephone number (415) 453-1300
City Fairfax	ZIP code 94930	County Marin	Street address 58 Park Road	City Fairfax	ZIP code 94930
Legal name of agency Code 2 1 6 5 3 3 4 Kentfield Elementary			Signature of authorized representative Eugene C. Peters	Date signed 5/13/77	Date of meeting 5/12/77
Street address 699 Sir Francis Drake Blvd.			Type or print name and title of authorized representative Eugene C. Peters, Supt.		Telephone number (415) 461-2880
City Kentfield	ZIP code 94904	County Marin	Street address 699 Sir Francis Drake Blvd.	City Kentfield	ZIP code 94904
Legal name of agency Code 2 1 6 5 3 4 2 Laguna Joint Elementary			Signature of authorized representative	Date signed 5-11-77	Date of meeting 5-16-77
Street address 3286 Chilena Valley Road			Type or print name and title of authorized representative		Telephone number
City Petaluma	ZIP code 94952	County Marin	Street address	City	ZIP code
Legal name of agency Code 2 1 6 5 3 5 9 Lagunitas Elementary			Signature of authorized representative	Date signed 5/6/77	Date of meeting 5/5/77
Street address P.O. Box 208			Type or print name and title of authorized representative		Telephone number
City San Geronimo	ZIP code 94963	County Marin	Street address	City	ZIP code
Legal name of agency Code 2 1 6 5 3 6 7 Larkspur Elementary			Signature of authorized representative Gilbert L. Slusher	Date signed 5/13/77	Date of meeting 5/12/77
Street address 20 Magnolia Avenue			Type or print name and title of authorized representative Gilbert L. Slusher, Supt.		Telephone number (415) 924-0345
City Larkspur	ZIP code 94939	County Marin	Street address 20 Magnolia Avenue	City Larkspur	ZIP code 94939

(You may duplicate this form if additional space is needed for participating agencies.)

California State Dept. of Education
721 Capitol Mall, Sacramento 95814
Office of Special Education
EAPSE (new 1-77) Form A-2

Marin County Schools
Name of LEA, IEP, or PLA

Date of Application

Certification for Participation: Fiscal Year 1977-78
(continued)

2. Members of Educational Agency Plan for Special Education (continued):

(b) Certification by participating agencies:

Legal name of agency Code 2 1 6 5 3 7 5 Lincoln Elementary	Signature of authorized representative	Date signed 5-11-77	Date of meeting 5-10-77
Street address 1300 Hicks Valley Road	Type or print name and title of authorized representative		Telephone number
City Petaluma ZIP code 94952 County Marin	Street address	City	ZIP code
Legal name of agency Code 2 1 6 5 3 9 1 Mill Valley Elementary	Signature of authorized representative	Date signed 5/10/77	Date of meeting 5/9/77
Street address 70 Lomita Dr. (P.O. Box 313)	Type or print name and title of authorized representative Peter G. Palches, Supt.		Telephone number (415) 388-1323
City Mill Valley ZIP code 94941 County Marin	Street address 70 Lomita Dr. (P.O. Box 313)	City Mill Valley	ZIP code 94941
Legal name of agency Code 2 1 6 5 4 0 9 Nicasio Elementary	Signature of authorized representative	Date signed 5-11-77	Date of meeting 5-10-77
Street address	Type or print name and title of authorized representative		Telephone number
City Nicasio ZIP code 94946 County Marin	Street address	City	ZIP code
Legal name of agency Code	Signature of authorized representative	Date signed	Date of meeting
Street address	Type or print name and title of authorized representative		Telephone number
City ZIP code County	Street address	City	ZIP code
Legal name of agency Code 2 1 6 5 4 2 5 Reed Union Elementary	Signature of authorized representative	Date signed 5/13/77	Date of meeting 5/10/77
Street address 1155 Tiburon Blvd.	Type or print name and title of authorized representative Ralph D. Giovanniello, Supt.		Telephone number (415) 435-2331
City Belvedere-Tiburon ZIP code 94920 County Marin	Street address 1155 Tiburon Blvd.	City Bel-Tiburon	ZIP code 94920

(You may duplicate this form if additional space is needed for participating agencies.)

California State Dept. of Education
721 Capitol Mall, Sacramento 95814
Office of Special Education
EAPSE (new 1-77) Form A-2

Marin County Schools
Name of LEA, IEU, or RLA

Date of Application

Certification for Participation: Fiscal Year 1977-78
(continued)

2. Members of Educational Agency Plan for Special Education (continued):

(b) Certification by participating agencies:

Legal name of agency: Ross Elementary	Code: 21 65433	Signature of authorized representative:	Date signed: 5/[illegible]/77	Date of meeting: 5/[illegible]/77
Street address: P.O. Box 1058		Type or print name and title of authorized representative: William M. Cooper, Supt.		Telephone number: (415) 457-2705
City: Ross	ZIP code: 94957 County: Marin	Street address: P.O. Box 1058	City: Ross	ZIP code: 94957
Legal name of agency: San Anselmo Elementary	Code: 21 65441	Signature of authorized representative: Frank R Elliott	Date signed: 4/29/77	Date of meeting: 4/28/77
Street address: 1000 Sir Francis Drake Blvd.		Type or print name and title of authorized representative: Frank R. Elliott, Supt.		Telephone number: (415) 454-2162
City: San Anselmo	ZIP code: 94960 County: Marin	Street address: 1000 Sir Francis Drake Blvd.	City: San Anselmo	ZIP code: 94960
Legal name of agency: San Rafael City Elementary	Code: 21 65458	Signature of authorized representative: Jon J. Slezak	Date signed: 5-12-77	Date of meeting: 5-10-77
Street address: Third & E Streets (P.O. Box 390)		Type or print name and title of authorized representative: for Donald E. Leisey, Supt.		Telephone number: (415) 456-0150
City: San Rafael	ZIP code: 94902 County: Marin	Street address: Third & E Streets (P.O. 390)	City: San Rafael	ZIP code: 94902
Legal name of agency: San Rafael City High	Code: 21 65466	Signature of authorized representative: Jon J. Slezak	Date signed: 5-12-77	Date of meeting: 5-10-77
Street address: Third and E Streets (P.O. Box 390)		Type or print name and title of authorized representative: for Donald E. Leisey, Supt.		Telephone number: (415) 456-0150
City: San Rafael	ZIP code: 94902 County: Marin	Street address: Third & E Sts. (P.O. 390)	City: San Rafael	ZIP code: 94902
Legal name of agency: Sausalito Elementary	Code: 21 65474	Signature of authorized representative:	Date signed: 5/10/77	Date of meeting: 5/9/77
Street address: 630 Nevada Street		Type or print name and title of authorized representative: Donald W. Johnson, Supt.		Telephone number: (415) 332-3190
City: Sausalito	ZIP code: 94965 County: Marin	Street address: 630 Nevada Street	City: Sausalito	ZIP code: 94965

(You may duplicate this form if additional space is needed for participating agencies.)

California State Dept. of Education
721 Capitol Mall, Sacramento 95814
Office of Special Education
EAPSE (new 1-77) Form A-2

Certification for Participation: Fiscal Year 1977-78
(continued)

Marin County Schools
Name of LEA, IEU, or RLA

Date of Application

2. Members of Educational Agency Plan for Special Education (continued):

(b) Certification by participating agencies:

Legal name of agency Code 2 1 7 3 3 6 1 Shoreline Unified	Signature of authorized representative Kenneth E. Barnes	Date signed 5/2/77	Date of meeting 4/21/77
Street address P.O. Box 198	Type or print name and title of authorized representative Kenneth E. Barnes, Sutp.		Telephone number (707) 878-2266
City Tomales ZIP code 94971 County Marin	Street address P.O. Box 198	City Tomales	ZIP code 94971
Legal name of agency Code 2 1 6 5 4 8 2 Tamalpais Union High	Signature of authorized representative Anthony J. Trujillo	Date signed 5/13/77	Date of meeting 4/21/77
Street address P.O. Box 605	Type or print name and title of authorized representative Anthony J. Trujillo, Supt.		Telephone number (415) 924-1800
City Larkspur ZIP code 94939 County Marin	Street address P.O. Box 605	City Larkspur	ZIP code 94939
Legal name of agency Code 2 1 6 5 5 1 6 Union Joint Elementary	Signature of authorized representative Virgil A Hollis	Date signed 5-11-77	Date of meeting 5-10-77
Street address 5225 Red Hill Road	Type or print name and title of authorized representative		Telephone number
City Petaluma ZIP code 94952 County Marin	Street address	City	ZIP code
Legal name of agency Code	Signature of authorized representative	Date signed	Date of meeting
Street address	Type or print name and title of authorized representative		Telephone number
City ZIP code County	Street address	City	ZIP code
Legal name of agency Code	Signature of authorized representative	Date signed	Date of meeting
Street address	Type or print name and title of authorized representative		Telephone number
City ZIP code County	Street address	City	ZIP code

(You may duplicate this form if additional space is needed for participating agencies.)

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California State Dept. of Education
Office of Special Education
721 Capitol Mall, Sacramento
EAPSE (new 1-77) Form A-3
Page 1

Name of LEA Marin County Schools
Code No. 2 1 ☐☐☐☐☐
Date of Application ______________

STATEMENT OF ASSURANCES

FY 1977-78

1. The Applicant hereby assures the Superintendent of Public Instruction that:

   a. All individuals with exceptional needs within the jurisdiction of the LEA will have available to them a free appropriate public education for individuals age 3-18, or state mandated age, by September 1, 1978, and for individuals age 3-21, or state mandated age, by September 1, 1980 (Sec. 612(2)(B))*;

   b. The rights of individuals with exceptional needs and their parents or guardians are protected in such ways as (1) prior notice and consent, (2) access to records, and (3) hearings (Sec. 614(a)(7));and

   c. The effectiveness of efforts to educate all individuals with exceptional needs will be assessed and assured (Sec. 614(a)(3)(A)&(B) and Sec. 614 (a)(5)).

2. Applicant LEA hereby assures the Superintendent of Public Instruction that, pursuant to applicable State and Federal laws, regulations, and policies, including the State Plan as approved by the U.S. Commissioner of Education:

   a. This LEA has a detailed timetable for accomplishing the goal established in item No. 1 above (Sec. 614(a)(1)(D)).

   b. This LEA has developed a description of the kind and number of facilities, personnel, and services necessary to meet the goals established in item No. 1 above (Sec. 614(a)(1)(E)).

   c. By July 1, 1977, the LEA will establish procedures for implementing and coordinating with the comprehensive system of professional development established by the Superintendent of Public Instruction under the State Plan (Sec. 614(a)(1)(C)(i)).

   d. Prior to submission and throughout the year during which funds will be received, the LEA will make this application and all pertinent documents related to such application available to parents, guardians, and other members of the general public, and provide that all program evaluations and reports required by the Superintendent of Public Instruction shall be public information (Sec. 614(a)(4)).

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*All section references are to EHA, Part B (P.L. 94-142) or Federal Regulations, Title 45, Section 121a.

e. The LEA will maintain records of the written instructional plan for each pupil enrolled in special education programs and related services. Such plan shall be developed, reviewed, or revised as appropriate early in each school year and, during the first year, at least one other time; such plan to meet the standards set forth in the State Plan (Sec. 614 (a)(5)).

f. The applicant hereby assures the state educational agency that state and local funds are used in the jurisdiction of the local educational agency to provide services in program areas which, taken as a whole, are at least comparable to services being provided in areas of the local educational agency which are not receiving funds under this application.

g. The LEA will maintain a continuing effort to search out and serve those individuals with exceptional needs (Sec. 611(a)(3); Reg. 121a.9.2; and Sec. 612(2)(C)).

h. The applicant shall ensure that individuals with exceptional needs have available to them the variety of programs and services available to nonhandicapped children, including: art, music, industrial arts, home economics, and vocational education, as well as nonacademic activities including athletics, health services, recreational activities, and special interest groups.

i. By May 1, 1977, the LEA will establish priorities for providing a free appropriate public education, first with respect to individuals with exceptional needs who are not receiving an education, and, second, with respect to individuals with exceptional needs with the most severe handicaps who are receiving an inadequate education (Sec. 614(a)(1)(C) (ii)).

j. By July 1, 1977, the LEA will establish and maintain procedures for participation and consultation of the parents or guardian of such individuals and of the individuals concerned, when appropriate (Sec. 614 (a)(1)(C)).

k. The LEA will provide, to the maximum extent appropriate, according to means of both, that individuals with exceptional needs are educated with children who are not handicapped, and that removal of children from the regular educational environment occurs only when it is demonstrated and documented that the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids or services cannot be achieved satisfactorily (Sec. 612(5)(B)).

l. The control of funds provided under EHA, Part B, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided thereunder, and that a public agency will administer such funds and property and apply them only for the purposes for which they are granted (Sec. 614(a)(2)(A)).

m. The federal funds made available under EHA, Part B, will be used only for excess costs of special education and related services and to supplement and,to the extent practical increase the level of state, local, and private funds expended for the education of individuals with exceptional needs, and in no case supplant such state, local, and private funds; and the LEA will maintain the current level of state and local expenditures for such education (Sec. 614(a)(2)(B)&(C) and Sec. 614(f)).

n. By May 1, 1978, the LEA will adopt effective procedures, with appropriate objective measurements of educational achievement, for evaluating at least the effectiveness of the programs in meeting the special educational needs of, and providing related services for, individuals with exceptional needs (Sec. 614(a)(3)(A)) consistent with SEA procedures.

o. The LEA will submit annual reports and such other reports to the State Department of Education in such form and containing such information as may be reasonably necessary to enable the State Department of Education to perform its duties under EHA, Part B, including information relating to the achievement of educational objectives of pupils participating in programs carried out under EHA, Part B, and will keep such records and afford such access thereto as the State Department of Education may find necessary to assure the correctness and verification of such reports (Sec. 614(a)(3)(B)).

p. Check (1) or (2), not both:

(1) The Assurance of Compliance (HEW Form 441) previously filed with the U.S. Office of Education applies to this application.

(2) The activities conducted under this application during the regular school year in conjunction with regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education, (including modifications filed on HEW Form 441B), and that all other activities will be carried out on a nondiscriminatory basis in accordance with the regulations of the Department of Health, Education and Welfare (45 CFR 80.3).

q. When pupils eligible for special education services are placed by the applicant agency in private elementary and/or secondary schools, provision has been made for participation by such individuals in services and activities assisted or carried out under this application under EHA, Part B, without cost to parents; cost to be borne wholly by the LEA responsible for the placement (Sec. 613(a)(4)(B)(i)(ii)).

r. In the case of construction required for the development of programs: The applicant LEA will, prior to starting any construction or letting any bids, notify of intent to construct and submit to the State Department of Education all building plans and specifications for approval.

s. The applicant LEA will comply with the rules and regulations of Part 84, Section 504 of the Rehabilitation Act of 1974, in that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.

t. Staffing assignments shall provide sufficient competent personnel with specific special education preparation and experience in compliance with all appropriate sections of P.L. 94-142 (Sec. 613(a)(3)(A) and federal regulations and with the California Education Code and the California Administrative Code, Title 5.

u. This application has been developed in coordination with other public and private programs for the education of individuals with exceptional needs or for similar purposes in the areas served by the LEA making the application. The LEA will, in the conduct of the program described in this application, coordinate its activities under the California State Plan for Special Education with such other programs.

v. The LEA acknowledges review of the California State Plan for Special Education (1976-77)* and will implement procedural safeguards for due process guarantees; will provide education for individuals with exceptional needs in programs with children who are not handicapped to the maximum extent appropriate; will provide nondiscriminatory testing and assessment; and will guarantee confidentiality of student records, as required in Section 612(5) of EHA, Part B, as amended by P.L. 93-380 and P.L. 94-142 and as described in the California State Plan for Special Education.

w. The applicant agency assures that procedures described in the Vocational Education Act of 1976, P.L. 94-482, will be adhered to, and implementation of programs and services for students with exceptional needs will be made available in accordance therewith.

(Date of Signature)	(Signature of Superintendent of LEA)
21 (County-District Code)	Marin County Superintendent of Schools (Name of Applicant LEA, IEU, or RLA)
Ed Brennan (Name of Director of EAPSE or Director of Special Education)	201 Tamal Vista Blvd. Corte Madera, Ca. 94925 (Mailing Address of LEA)

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*Available in Offices of County Superintendents of Schools

SECTION II

A. Alternative Program Environments Provided

Educational opportunities are made available to individuals with exceptional needs by both school districts and the County Schools Office in Marin County. The following special programs and services are provided to students with special educational needs through this joint effort:

1. Aphasic - Severe Oral Language Handicap

Four classes are operated by the Marin County Superintendent of Schools Office. One of these classes enrolls secondary age students; three serve elementary age children.

2. Development Center for the Handicapped

Marin County Schools Office operates two development centers; Forest Meadows Development Center and Hartzell Development Center. Each center is authorized to enroll forty (40) students, for a total of eighty (80) enrollment. This program serves eligible students throughout Marin County regardless of their districts of residence. Physical and occupational therapy services are available to qualified Development Center students.

3. Educable Mentally Handicapped

Programs for Educable Mentally Handicapped students are maintained by both school districts and the County Schools Office in Marin County. A significant decrease in enrollment has been noted in this program during recent years. Secondary level classes are provided by Tamalpais and San Rafael High School Districts. Elementary level programs are operated by Mill Valley, San Anselmo, and San Rafael school districts, and by the County Schools Office.

4. Educationally Handicapped (E. H.)

The majority of educationally handicapped students are served by the school districts. Only those E H students residing in children's institutions and one self-contained E H class are served by the County Schools Office.

5. Hearing Impaired - Special Day Classes

Nine special day classes for deaf and severely hard of hearing children are operated by the Marin County Superintendent of Schools. These classes serve children from six months of age, (by special legislative authorization) through grade eight. One special class, open to qualified secondary students residing within the County is operated by the San Rafael High School District.

6. Hearing Impaired - Itinerant Services

Two itinerant teachers are employed by the Marin County Superintendent of Schools to provide supplementary instruction to hearing impaired students attending regular classes.

7. Multi-Handicapped

Eleven special day classes are maintained by the Marin County Superintendent of Schools Office to provide appropriate educational programs for multi-handicapped students. One of these classes serves deaf-blind students; ten classes provide special instructional services to students with other multi-handicapped conditions.

8. Orthopedically Handicapped

Special day classes for orthopedically handicapped students who require self-contained classes are provided by the County Schools Office at Marindale School. Eligible residents of the County between the ages of three and twenty-

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one are admitted to Marindale School for Orthopedically Handicapped. The facility also provides physical and occupational therapy services for students enrolled and on an out-patient basis.

9. Speech and Language

The speech and language program is conducted at both the district level (Dixie, Larkspur, Mill Valley, Reed, San Anselmo, and Tamalpais school districts) and by the County Schools Office (remaining thirteen school districts). The speech and hearing specialist program operated by the County Schools Office also serves the special classes and centers maintained by the County Office.

10. Trainable Mentally Retarded (TMR)

This county-wide program is operated on strategically located sites by the Marin County Schools Office. All eligible TMR students residing within the county are receiving educational services. Occupational Training is an integral part of the program for sixteen to twenty-one year old trainable students.

11. Visually Handicapped

Visually handicapped students are served within their regular schools by itinerant specialists. The County Schools Office employs three itinerant teachers to serve the visually handicapped. One specialist is employed by the Tamalpais Union High School District. One orientation and mobility instructor is employed by the County Office to serve the entire County.

12. Remedial Physical Education

Two remedial physical education instructors are provided by the County Schools Office to serve students enrolled in special day classes and centers operated by the County Office. High schools throughout the County provide remedial physical education to their students as needed.

13. Home-Hospital Instruction

This program is provided as needed County-wide within local communities. School districts and the County Schools Office provide these services.

Special education programs in Marin County have met with a great deal of support from the public, and from governing boards as well. High quality, well funded programs, along with wide parent participation in program development activities and advisory council membership attests to this support.

B. Summaries of survey information obtained on October 1, 1976 and February 1, 1977 regarding special education students and personnel are contained in the forms that follow. The numbers of pupils and full-time equivalent staff serving them include all staff and students residing within the nineteen school districts included in this application, as well as those enrolled in special education programs operated by the Marin County Superintendent of Schools Office. (A joint application is necessary since the individual school districts included in this application do not qualify for separate applications due to the small number of handicapped students enrolled.)

alif. State Dept. of Education
Office of Special Education
721 Capitol Mall, Sacramento 95814
APSE (new 1-77) FORM B-1

LEA Marin County Schools

Code 2 1 ☐☐☐☐☐

Date

REPORT OF UNDUPLICATED COUNT OF CHILDREN UNSERVED AND INADEQUATELY SERVED

FY 1977-78

Reporting Classif. Code	Classification	Unserved Ages 3-5 (1)	Unserved Ages 6-21 (2)	Total Unserved (3)	Most Severely Hdcpd Inadequately Served Ages 3-5 (4)	Ages 6-21 (5)	Total (6)
A	Pregnant minors	XXXXXXX	0	0	XXXXXXX	0	0
B	Drug-dependent minors	0	0	0		0	0
C	Language disorders, other than severe, and speech disorders		0	0	54	336	390
D	Other health-impaired	0	0	0	0	0	0
E	Partially seeing	0	0	0	0	0	0
F.	Learning Disability (EH)	-	0	0	-	87	87
G	Severely hard of hearing	0	0	0	0	0	0
H	Severely language handicapped including aphasic	0	0	0	0	3	3
I	Orthopedically handicapped	0	0	0	0	0	0
J	Educationally retarded (EMR)	-	0	0	-	6	6
K	Behavior disorders (EH)	-	0	0	-	51	51
L	Deaf	0	0	0	0	0	0
M	Blind	0	0	0	0	0	0
N	Trainable mentally retarded	0	0	0	0	0	0
O	Seriously emotionally disturbed (EH)	-	0	0	-	8	8
P	Developmentally handicapped	0	0	0	0	0	0
Q	Autistic	0	0	0	0	0	0
R	Deaf-Blind	0	0	0	0	0	0
	TOTALS	0	0	0	54	491	545

[illegible]
FORM B-2

Personnel Summary of actual number of personnel employed during the 1976-77 school year for services to the 0-21-age population

LEA [illegible]rin [illegible]unty
CODE 2 1
DATE

Personnel	TOTAL A-R	A Pregnant minors	B Drug-dependent minors	C Language disorder, other than severe, and speech disorders	D Other health-impaired	E Partially seeing	F Learning disability (EH)	G Severely hard of hearing	H Severely language handicapped, including aphasic	I Orthopedically handicapped	J Educationally retarded (EMR)	K Behavior disorders (EH)	L Deaf	M Blind	N Trainable mentally retarded	O Seriously emotionally distrubed (EH)	P Developmentally handicapped (DCH)	Q Autistic	R Deaf-Blind
1. Special Class Teachers	79						6	6	14	5	7	17	2		12		7	3	1
2. Resource Room Teachers LDG	48.8						48.8												
3. Itinerant/Consulting Teachers	6					3.5		2						.5					
4. Psychologist	11																		
5. School Social Workers	0																		
6. Nurses	12																		
7. Occupational Therapists																			
8. Home-Hospital Teachers	1																		
9. Speech Pathologists	25.6																		
10. Teacher Aides	72																		
11. Vocational Education Teachers																			
12. Work-Study Coordinators	.5																		
13. Physical Education Teachers	2																		
14. Recreation Therapists																			
15. Diagnostic Staff	.06																		
16. Supervisors	8																		
17. Other non-Instructional Staff*	50																		
18. Total Personnel	315.16																		

*List Others:

Secretaries	9
Custodians	3
Bus Drivers	38

PSE
FORM B-3

NNEL ARY

LEA rin ount

Code 2 1

Date

Personnel Summary of projected number of personnel employed during the 1977-78 school year for services to the 0-21-age population

		Pregnant minors	Drug-dependent minors	Language disorder, other than severe, and speech disorders	Other health-impaired	Partially seeing	Learning disability (EH)	Severely hard of hearing	Severely language handicapped, including aphasic	Orthopedically handicapped	Educationally retarded (EMR)	Behavior disorders (EH)	Deaf	Blind	Trainable mentally retarded	Seriously emotionally disturbed (EH)	Developmentally handicapped (DMH)	Autistic	Deaf-Blind
Personnel	TOTAL A-R	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1. Special Class Teachers	79						6	6	14	5	7	17	2		12		7	3	1
2. Resource Room Teachers	48						48												
3. Itinerant/Consulting Teachers	6					3.5		2						.5					
4. Psychologist	11																		
5. School Social Workers	0																		
6. Nurses	12																		
7. Occupational Therapists																			
8. Home-Hospital Teachers	1																		
9. Speech Pathologists	25.6																		
10. Teacher Aides	72																		
11. Vocational Education Teachers																			
12. Work-Study Coordinators	.5																		
13. Physical Education Teachers	2																		
14. Recreation Therapists																			
15. Diagnostic Staff	.06																		
16. Supervisors	8																		
17. Other non-Instructional Staff*	50																		
18. Total Personnel	315.16																		

*List Others:

Secretaries	9
Custodians	3
Bus Drivers	38

EAPSE
FORM B-4

PERSONNEL SUMMARY

LEA Marin County

CODE 2 1 ☐☐☐☐☐

DATE

Personnel Summary of projected number of personnel employed during the 1978-79 school year for services to the 0-21-age population

Personnel	TOTAL A-R	A Pregnant minors	B Drug-dependent minors	C Language disorder, other than severe, and speech disorders	D Other health-impaired	E Partially seeing	F Learning disability (EH)	G Severely hard of hearing	H Severely language handicapped, including aphasic	I Orthopedically handicapped	J Educationally retarded (EMR)	K Behavior disorders (EH)	L Deaf	M Blind	N Trainable mentally retarded	O Seriously emotionally disturbed (EH)	P Developmentally handicapped (DCH)	Q Austic	R Deaf-Blind
1. Special Class Teachers	90				1		9	6	15	5	6	20	2		12	3	7	3	1
2. Resource Room Teachers	48						48												
3. Itinerant/Consulting Teachers	6					3.5		2						.5					
4. Psychologist	11																		
5. School Social Workers																			
6. Nurses	12																		
7. Occupational Therapists																			
8. Home-Hospital Teachers	1																		
9. Speech Pathologists	27																		
10. Teacher Aides	80																		
11. Vocational Education Teachers																			
12. Work-Study Coordinators	1																		
13. Physical Education Teachers	2																		
14. Recreation Therapists																			
15. Diagnostic Staff	.06																		
16. Supervisors	8																		
17. Other non-Instructional Staff*	50																		
18. Total Personnel	336.06																		

*List Others:

Secretaries	9
Custodians	3
Bus Drivers	38

C. Summary of Needs Survey Information

The majority of the inadequately served children reported (see form B-1) are speech handicapped individuals who are on waiting lists. Speech therapists are employed to serve all schools included in this application. Number of children who could benefit from speech therapy, however, exceeds the number that can be served at this time, thus requiring a waiting list. As remediated children are discharged by the therapists, inadequately served children from the waiting list will be provided direct service from the speech therapists.

Educationally handicapped students who are reported to be inadequately served number 146. These children represent, for the most part, those that are in excess of the statutory limit of two percent of the district enrollment that can be included in programs for the educationally handicapped in California.

Survey forms were distributed to all school principals and community agencies that serve handicapped individuals during the 1976-77 school year to locate unserved handicapped children. None were reported.

From the program descriptions above, and the information provided regarding handicapped children served and personnel employed, it is apparent that the vast majority of exceptional children residing in the area covered by this application are receiving appropriate special education services. The primary exceptions are mildly speech handicapped pupils who are on waiting lists and will be served as soon as case loads permit, and educationally handicapped who are in excess of statutory limits. Additional resource teachers are needed to serve this inadequately served population.

In order to assure that all children in need of special education programs and services are known, served, and evaluated, there is a need to establish a management information system throughout the region included in this application. The number of children to be served, the number of school districts in the region, and the number of alternative program environments provided clearly indicates the need for a formal central management information system.

SECTION III

A. Organization of the Intermediate Education Unit. (Marin County Superintendent of Schools Office.

A chart displaying the organization of the Special Services Department of the Marin County Schools Office is included in Section III of this application for clarification.

Since the cooperating school districts included in this application represent a wide variety of sizes and organizations, individual organization charts would not effectively describe the relationships among districts and the Intermediate Education Unit. The following written description of the districts, their organization, and their roles and responsibilities in this joint effort to serve handicapped individuals should be more meaningful.

Ten of the school districts included in this joint application are "direct service" districts: they have fewer than 801 total pupil enrollment in each district and receive special education and other services from the County Superintendent of schools. These districts are: Bolinas-Stinson Beach; Fairfax; Laguna Joint; Lagunitas; Lincoln; Nicasio; Ross; Sausalito; and Union Elementary School Districts, and the Shoreline Unified School District. These districts receive all special education programs and services from the Marin County Schools Office, except for educationally handicapped programs.

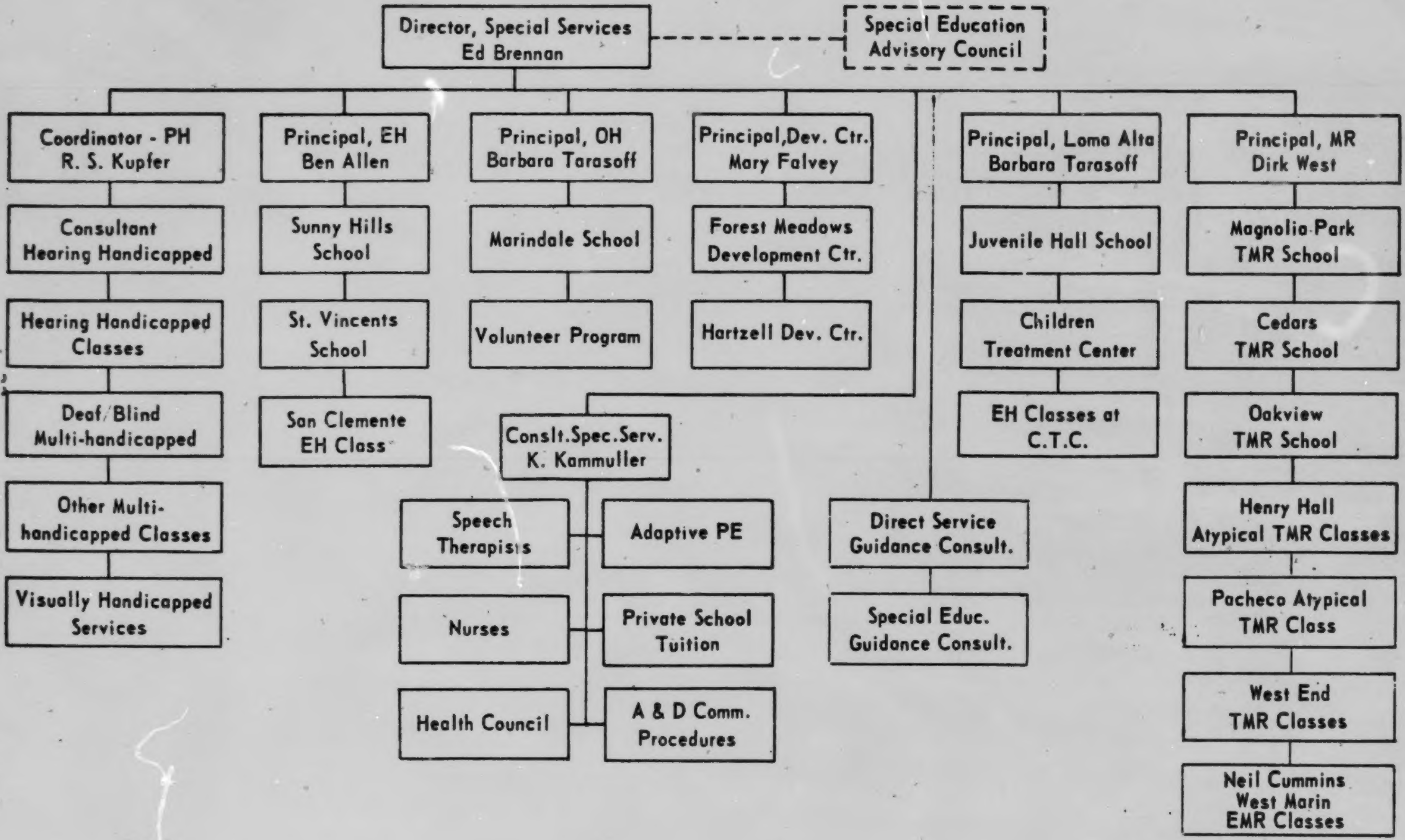
The remaining nine school districts included in this application do not feel that they qualify individually to apply for funds under P.L. 94-142 due to their inability to generate the minimum apportionment and/or to provide the full range of services required by the Act and by the State Plan. These nine districts are: Dixie; Kentfield; Larkspur; Mill Valley; Reed; San Anselmo; and

San Rafael Elementary School Districts, and Tamalpais and San Rafael High School Districts. Physically handicapped and trainable mentally retarded students residing in these districts currently receive services from the County Schools Office, since they enroll fewer than 8,000 pupils per district and thereby qualify for County services by statute.

All of the school districts included in this application have requested the County Schools Office to submit this joint application. Each of the larger (non-direct service) districts will designate an administrator of special education to work closely with the County Schools Director of Special Education. The district administrators and the County Director of Special Education will function as a Special Education Coordinating Council to assure that appropriate programs and services are made available to qualified handicapped students, and to provide site supervision of special education personnel.

Office of Virgil S. Hollis, Marin County Superintendent of Schools

SPECIAL SERVICES ORGANIZATION CHART 1976-77



Director, Special Services
Ed Brennan
Special Education
Advisory Council
Coordinator - PH
R. S. Kupfer
Consultant
Hearing Handicapped
Hearing Handicapped
Classes
Deaf/Blind
Multi-handicapped
Other Multi-
handicapped Classes
Visually Handicapped
Services
Principal, EH
Ben Allen
Sunny Hills
School
St. Vincents
School
San Clemente
EH Class
Principal, OH
Barbara Tarasoff
Marindale School
Volunteer Program
Principal, Dev. Ctr.
Mary Falvey
Forest Meadows
Development Ctr.
Hartzell Dev. Ctr.
Conslt. Spec. Serv.
K. Kammuller
Speech
Therapists
Adaptive PE
Nurses
Private School
Tuition
Health Council
A & D Comm.
Procedures
Direct Service
Guidance Consult.
Special Educ.
Guidance Consult.
Principal, Loma Alta
Barbara Tarasoff
Juvenile Hall School
Children
Treatment Center
EH Classes at
C.T.C.
Principal, MR
Dirk West
Magnolia Park
TMR School
Cedars
TMR School
Oakview
TMR School
Henry Hall
Atypical TMR Classes
Pacheco Atypical
TMR Class
West End
TMR Classes
Neil Cummins
West Marin
EMR Classes

EAPSE
FORM C-1

LEA Marin County

Code 2 1 ☐☐☐☐☐

Date

DETAILED TIMETABLE

Show percent (%) to be served in each school year. For the cells which ask for full services year, estimate the year you expect to reach full services.

Classifications	Ages 0-2 **	Ages 3-5			Ages 6-17		Ages 18-21 *				
	Est. Yr. full serv. expected	sch.yr. 77-78	sch.yr. 78-79	Est. Yr of full serv.	sch.yr. 77-78	sch.yr. 78-79	sch.yr. 77-78	sch.yr. 78-79	sch.yr. 79-80	sch.yr. 80-81	Est. Yr of full service
	a	b	c	d	e	f	g	h	i	j	k
1. Pregnant minors	xxxxxxxxxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxxxx	100%	100%	0	0	0	100%	1980
2. Drug-dependent minors		100%	100%	1978	100%	100%	75%	75%	75%	100%	1980
3. Language and speech		25%	25%	1978	75%	100%	25%	25%	50%	100%	1980
4. Other health-impaired		80%	80%	1976	100%	100%	50%	100%	100%	100%	1977
5. Partially seeing		0	0	1978	100%	100%	0	0	0	100%	1980
6. Learning disability (EH)		0	0	1978	80%	100%	0	0	0	100%	1980
7. Severely hard of hearing	1976	100%	100%	1976	100%	100%	100%	100%	100%	100%	1976
8. Severely language handicapped, incl. aphasic		100%	100%	1976	100%	100%	0	0	0	100%	1980
9. Orthopedically handicapped		100%	100%	1976	100%	100%	100%	100%	100%	100%	1976
10. Educationally retarded (EMR)		0	100%	1978	100%	100%	0	0	0	100%	1980
11. Behavior disorders (EH)		0	0	1978	50%	100%	0	0	0	100%	1980
12. Deaf	1976	100%	100%	1976	100%	100%	100%	100%	100%	100%	1976
13. Blind		0	100%	1978	100%	100%	0	0	0	100%	1980
14. Trainable mentally retarded		0	100%	1978	100%	100%	100%	100%	100%	100%	1976
15. Seriously emotionally disturbed (EH)		0	100%	1978	50%	100%	0	0	0	100%	1980
16. Developmentally handicapped		100%	100%	1976	100%	100%	100%	100%	100%	100%	1976
17. Autistic		100%	100%	1976	100%	100%	100%	100%	100%	100%	1976
18. Deaf-Blind		100%	100%	1976	100%	100%	100%	100%	100%	100%	1976

* All other handicapped pupils to be served pending state legislation.

** Special Legislative Authorization. All other categories pending state legislation.

SECTION IV

A. In order to actively seek out and identify all individuals with exceptional needs, this Intermediate Educational Unit will prepare an out-of-school search to:

1. Select the procedures to be used in collecting and reporting all required identification (SEARCH) data.

2. Select and train staff to be responsible for SEARCH activities.

3. Establish a procedure to secure agency involvement and commitment.

4. Establish a procedure to receive and process referrals.

5. Prepare a public awareness campaign that best meets unique local needs to:

   a. Identify and list potential community volunteer groups
   b. Contact selected volunteer groups
   c. Establish committees
   d. Prepare a public awareness timeline
   e. Identify and list available media
   f. Contact key media personnel
   g. Use SEARCH materials
      Use state-developed Search and Serve materials, or
      Develop local SEARCH materials
   h. Implement public awareness

6. Prepare training of SEARCH procedures for:

   a. Education Participants - teachers, aides, administrators, specialists, business office personnel, clerical staff, and general staff
   b. Nonpublic School Representatives
   c. Agency Representatives - members of local agencies providing special education and related services
   d. Other Providers of Special Education and Related Services
   e. Parents
   f. Community Volunteer Group Members

B. Prepare an in-school SEARCH in order to:

1. Identify the most severely handicapped within each classification who are receiving an inadequate education.

2. Identify those receiving general education services but who are in need of special education services.

C. Individualized Education Program (IEP)

Each child placed into a special education program will receive educational services as specified in an Individual Education Plan. Each such individual plan will contain:

1. a statement of the child's present levels of educational performance
2. a statement of annual goals, which describe the expected behavior to be achieved through the implementation of the child's IEP
3. a statement of short-term instructional objectives
4. a statement of specific educational services to be provided to the child, including a description of:
    - a. all special education and related services, which are required to meet the unique needs of the child, (regardless of availability of funds or staff)
    - b. any special instructional media and materials to be provided, and
    - c. the type of physical education program in which the child will participate
5. a description of the extent to which the child will be able to participate in regular education programs
6. the projected date for initiation and anticipated duration of the services, and
7. appropriate objective criteria, evaluation procedures, and schedules for determining at least on an annual basis, whether the instructional objectives are being achieved

D. Procedural Safeguards and Confidentiality

This Intermediate Education Unit and each local education agency included in the joint application shall adhere to all procedural safeguards and due process procedures contained in the California Administrative

Code, Title 5, Sections 3155 through 3169.

Pupil and family information contained in school records will be held in strict confidence as provided by Federal and State statutes in the manner prescribed by Marin County Superintendent/ Board policy and procedures.

EAPSE
FORM D-1 (Page 1 of 3 pages)

LEA Marin County

Code 2 1

Date

LEAST RESTRICTIVE ENVIRONMENT

Placement* and Number of Handicapped Children
in Regular Class Setting for School Year 1976 - 1977

(a)

	<---Regular Class with Indirect Services (1)			---Regular Class--- Regular Class with Direct Services and Instruction (2)			---> Regular Class with Resource Room Services (3)			TOTAL Receiving Special Education in Regular Class (4)			TOTAL Needing Placement in Regular Class (5)
Classification	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 21
1. Pregnant minors	xxxx			xxxxx			xxxxx			xxxxxxx			
2. Drug-dependent minors													
3. Language and speech										64	672		736
4. Other health-impaired											33		33
5. Partially seeing										1	11		12
6. Learning disability (EH)										2	514		516
7. Severely hard of hearing											29		29
8. Severely language handicapped, including aphasic											3		3
9. Orthopedically handicapped											21		21
10. Educationally retarded (EMR)													
11. Behavior disorders (EH)													
12. Deaf													
13. Blind										4	8		12
14. Trainable mentally retarded													
15. Seriously emotionally disturbed (EH)													
16. Developmentally handicapped													
17. Autistic													
18. Deaf-Blind													
TOTAL										71	1291		1362

* Placement refers to the primary placement of the handicapped child as determined by the Individualized Education Program

Note: Columns 4, 5, 9, 10, 14, 15, and 18, are required, others are optional for 1977-78

Data reported in columns 5, 10, 15, and 19, concerning needed services will be translated into facility projections by the U.S. Office of Education

EAPSE
FORM D-1 (Page 2 of 3 pages)

LEA Marin County

Code 2 1 ☐☐☐☐☐

Date

LEAST RESTRICTIVE ENVIRONMENT

Placement* and Number of Handicapped Children
in Separate Class Setting for School Year 1976 - 77

(b)

	<--- Separate Class --->									TOTAL Receiving Special Education in Separate Class (9)			TOTAL Needing Placement in Separate Class (10)
	Self-Contained Classroom with Part-time Instruction in A Regular Class (6)			Self-Contained Special Class Full time on a Regular School Campus (7)			Self-Contained Special Class in a Special Public Day School Facility (8)						
Classification	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 21
1. Pregnant minors	xxxx			xxxx			xxxx			xxxxxxx			
2. Drug-dependent minors													
3. Language and speech													
4. Other health-impaired													
5. Partially seeing													
6. Learning disability (EH)													
7. Severely hard of hearing										4	23		27
8. Severely language handicapped, including aphasic										27	34		61
9. Orthopedically handicapped										8	42		50
10. Educationally retarded (EMR)										1	53		54
11. Behavior disorders (EH)										1	90		91
12. Deaf										8	22		30
13. Blind													
14. Trainable mentally retarded											131		131
15. Seriously emotionally disturbed (EH)											9		9
16. Developmentally handicapped										19	59		78
17. Autistic											13		13
18. Deaf-Blind											4		4
TOTAL										68	480		548

* Placement refers to the primary placement of the handicapped child as determined by the Individualized Education Program

Note: Columns 4, 5, 9, 10, 14, 15, and 18, are required, others are optional for 1977-78

Data reported in columns 5, 10, 15, and 19, concerning needed services will be translated into facility projections by the U.S. Office of Education

[redacted]

[illegible]
FORM B-1 (Page 3 of 3 pages)

[redacted] M[redacted] Co[redacted]y S[redacted] [redacted]

Code 2 1 ☐☐☐☐☐
Date ______________

LEAST RESTRICTIVE ENVIRONMENT

Placement* and Number of Handicapped Children in Separate School Facilities
or in Other Educational Environments for School Year 1976-77

	(c) <------------Separate School Facility--------------->															(d) <-------Other Educational Environments------->									
	Self Contained Special Class in Private Day School Facility (11)			Public Residential School Facility (12)			Private Residential School Facility (13)			TOTAL Receiving Special Education in Separate School Facilities (14)			TOTAL Needing Placement in Separate School Facilities (15)			Hospital Programs (16)			Homebound (17)			TOTAL Receiving Special Education in Other Educational Environments (18)			TOTAL Needing Placement in Other Educational Environments (19)
Classification	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	thru	3 thru 21	thru	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 5	6 thru 17	18 thru 21	3 thru 21
1. Pregnant minors	xxxxxx			xxxxxx			xxxxxx			xxxxxxx						xxxxx			xxxxxx			xxxxx			
2. Drug-dependent minors																									
3. Language and speech																									
4. Other health-impaired																									
5. Partially seeing																									
6. Learning Disability (EH)								57			57														
7. Severely hard of hearing																									
8. Severely language handicapped, including aphasic																									
9. Orthopedically handicapped																									
10. Educationally retarded (EMR)																									
11. Behavior disorders (EH)								27			27														
12. Deaf																									
13. Blind																									
14. Trainable mentally retarded																									
15. Seriously emotionally disturbed (EH)																									
16. Developmentally handicapped																									
17. Autistic																									
18. Deaf-Blind																									
TOTAL								84			84														

* Placement refers to the primary placement of the handicapped child as determined by the Individualized Education Program

Note: Columns 4, 5, 9, 10, 14, 15, and 18, are required, others are optional for 1977-78

Data reported in columns 5, 10, 15, and 19, concerning needed services will be translated into facility projections by the U.S. Office of Education

SECTION V

The Intermediate Education Unit, in cooperation with the school districts within the region included in this application, will provide personnel training as indicated on form E-1, which follows, and will participate in the State Plan; personnel development procedures.

Calif. State Dept. of Education
Office of Special Education
721 Capitol Mall, Sacramento 95814
EAPSE (new 1-77) FORM E-1

LEA Marin County
Code 2 1
Date

PROFESSIONAL DEVELOPMENT NEEDS
SCHOOL YEAR 1977-78

(b) Number and Types of Persons to Receive Inservice Training	(a) Area of Training Needed: Diagnostic Procedures	Instructional Procedures	Individual Education Programs	Least Restrictive Environment	Procedural Safeguards	Parent Surrogates	Culturally Appropriate Assessment	Vocational/Career Education	Parent Participation, Rights, Involvement	TOTAL
Regular Class										
Special Education Teachers	74	74	74	74	74		74	5	74	74
Parents			300						300	300
Administrators - General	80	80	80	80	80				80	80
Administrators - Special Educa.	15	15	15	15	15	15	15	15	15	15
Psychologists	10	10	10	10	10	10	10	10	10	10
Speech Specialists	25		25		25		25		25	25
Volunteers		50	50	50						50
Hearing Officers										
Surrogates										
Hospital Staff										
Teacher Aides		60	60						60	60
Physical Educators	5		5						5	5
Recreational Therapists										
Vocational Educators										
Supervisors										
Psychometrists/Educational										
Diagnosticians										
Others										
TOTALS	209	289	349	229	204	25	124	30	569	619

SECTION VI

This Intermediate Education Unit and the school districts included in this joint application will conform to the state mandated evaluation procedures and will provide staff time and data needed by the State Department of Education, Office of Special Education to carry out its evaluation efforts.

A form will be developed for use throughout the region included in this application to collect data on each child placed into special education programs or services. Data will be collected to document that all requirements have been met; i.e., legal placement procedures, parent involvement, individual written instructional plan, due process procedures, etc.

Data will be collected and processed and required reports will be prepared and submitted by the Marin County Superintendent of Schools for all districts included in this joint application. A Management Information System will be developed to carry out this responsibility.

SECTION VII

A. A "Budget Detail", form F-1, is included in Section VII of this application. (See description following form F-1)

B. Funds received as a result of this joint County/districts application will be accounted for by the Marin County Superintendent of Schools. The California State Schools Accounting system will be followed. These Federal funds will be kept separate from all other funds and will be identified as Federal monies by separate program, account, and fund number.

The Marin County Schools budget accounting system utilizes electronic data processing.

C. The Marin County Superintendent of Schools retains titles to all special education properties purchased and/or constructed, and all equipment assigned to special education programs operated by the County Schools Office. An inventory of such property and equipment is maintained. Any and all property and/or equipment obtained by Federal funds will, likewise, be retained by this public agency.

Calif. State Dept. of Educ.
Office of Special Education
721 Capitol Mall, Sacramento
Form F-1
(Revised 12-76)
EAPSE

LEA Marin County
CODE 2 1
F.Y. 1977-78

P.L. 94-142

* BUDGET DETAIL

		DETAIL		TOTALS	
ss No.	Description	FTE	Amount	FTE	Amount
000	CERTIFICATED SALARIES				
1100	Teachers				
800	Directors, Coordinators (Mgmt Sys.)	1	22,500		
500	Guidance, Welfare				
1600	Medical				
1900	Other (specify)				
				1	22,500
2000	CLASSIFIED SALARIES				
2100	Teachers' Aides				
300	Clerical - Managemet Sys. Secty	1	9,450		
	Data Entry Clk,	.48	4,420		
				1.48	13,870
000	EMPLOYEE BENEFITS (rate: 20 %)				7,274
4000	BOOKS, SUPPLIES, EQUIPMENT, REPLACEMENTS				
100	Textbooks				
4200	Other Books				
4300	Instructional Supplies		1,000		
400	Instructional Media Materials		972		
500	Other (specify) Supplies, ofc - Data prc.		2,200		
4700	Food Services				
800	Equipment Replacement				
					4,172
5000	CONTRACTED SERVICES, OPERATIONAL EXP.				
100	Consultants		28,520		
5200	Travel		2,000		
5400	Insurance				
500	Utilities				
					30,520
	Subtotal (1000 - 5000)				(78,336)
	INDIRECT COST (rate: 8 %)				8,116
000	CAPITAL OUTLAY (Office Equip.)		2,500		
					2,500
	OTHER				
	TOTAL BUDGET				88,952

Amount of Vocational Education set aside funds for 1976-77 $________

Total Expenditures for special education excluding federal project funds for 1975-76 $ 4,912,979

Federal project funds for special education for 1976-77 $ 114,025

*Budget subject to funds to be allocated through California State Dept. of Ed

Budget Items Description (from Form F-1)

1300 - Management Information System Coordinator

To develop and implement a system to collect information on each child placed into special education programs within the nineteen school districts and county operated programs within the region.

The Management Information System will provide pupil tracking and accounting of placement, due process, and individualized programming procedures, reassessment information for program evaluation, and the like.

The coordinator will be responsible for preparing program/student reports as required.

The Management Information System will insure that all students currently enrolled in special education programs and all students identified through the "search and serve" procedures will receive appropriate educational services.

2300 - 1. Secretarial services to the Management Information System Coordinator.

2. Data Entry Clerk (.48 FTE) at data processing center.

4300
4400 Supplies and materials to carry-out personnel development activities throughout the nineteen districts - county region.

4500 - Office supplies and data processing materials; forms, manuals, etc.

5100 - 1. Senior Systems Analysts and support staff to develop and test a data processing system to serve all special education students within the region. ($15,000)

2. Consultants to carry out required personnel development component for parents, teachers, specialists, administrators and others. ($10,000)

3. Diagnostician to assist in assessment procedures development and direct services. ($3,000)

6000 - Office equipment: desks, chairs, files, typewriter, calculator, etc. ($2,500)

SECTION VII-A

Expenditure Priorities

Funds to be received from this joint application will be used: (1) to identify unserved exceptional individuals residing within the boundaries of the nineteen participating school districts; (2) to direct those identified students and their parents to needed special programs and/or services; (3) to establish and maintain a Management Information System to assure that: all students with exceptional needs within the nineteen school districts region are appropriately assessed, placed, served and evaluated; that due process procedures and parent participation in processing and educational planning requirements are met; that required pupil and program data are collected to provide for required program evaluations, child counts, and reports preparation; (4) to develop and deliver personnel development activities as required by the federal act and detailed on page 31 of this application.

Priorities for the use of federal funds to be received through this application to accomplish the tasks stated above are as follows:

Priority 1. The establishment of a unit within the Marin County Schools Office, Department of Special Services, consisting of one professional and one clerical position and a data entry clerk, with necessary office equipment to coordinate the activities enumerated above.

Participating school districts and the Intermediate Education Unit agree that this coordinating unit is necessary to carry out and document the mandates contained in PL 94-142 and the State Plan requirements for "Search and Serve" activities and due process procedures.

This management system-coordination office will be directly involved in all activities to be carried out through funds generated by this application.

Priority 2. Develop, field test, and put into operation, a Management Information System to serve all exceptional students within the nineteen school districts-county region.

Participants in this application believe that a standardized system for referral, assessment, program planning, and evaluation of special education students, and a common procedure for student tracking, documenting that procedural safeguards were followed, and provide program evaluation and reporting is sorely needed. All individuals with exceptional needs in the region would be assured that appropriate needed special programs and services, individual education plans, etc. would be provided as required through this management system.

Priority 3. Develop and present workshop materials designed to increase the competencies of school staffs, parents, volunteers, and others who work with and/or for exceptional students.

Provision of this training to those persons specified on page 31 of this application will assist in the regional effort to provide appropriate services, utilizing legal procedures, to all exceptional individuals.

Search and Serve. State Department of Education recommended search and serve procedures will be implemented throughout the region included in this application

Funding the Priorities. Funds necessary to implement the activities described above in their rank order of importance are as follows:

Priority 1. Management System-Coordinating Unit

Manager-Coordinator	$ 22,500
Secretary	9,450
Data Clerk - 48%	4,420
Employee Benefits	7,274
Total Salaries-Benefits	43,644
Office furniture/equipment	2,500
Materials, media, supplies	1,972
Travel	2,000
Total	$ 50,116

Priority 2. Develop, field test, operate management information system.

Data processing services contract	$ 17,000
Supplies, materials - EDP	2,200
Total	$ 19,200

Priority 3. Personnel Development

Consultant contracts - develop, present materials	$ 11,520
Total Priorities Funding=	$ 80,836
Indirect costs=	8,116
GRAND TOTAL =	$ 88,952

Search and Serve. Implementing State recommended procedures.

These funds will be accounted for separately, and used solely to carry out the state recommended search plan.	$16,870

ADDENDUM

Application to Conduct "Search" Activities Within a Nineteen Districts-County Schools Office Region

submitted by

Marin County Superintendent of Schools
201 Tamal Vista Blvd.
Corte Madera, Ca. 94925

May, 1977

Calif. State Dept. of Education
Office of Special Education
721 Capitol Mall, Sacramento
EAPSE, Form D-2 (new 4-77)

APPLICATION FOR FUNDS
SEARCH AND SERVE
SEARCH ACTIVITIES
F.Y. 1977-78

County: 2 1
District: ☐☐☐☐☐

Name of Applicant Educational Agency (LEA)* Marin County Schools Office		Name of Authorized Representative Virgil S. Hollis	
Address 201 Tamal Vista Blvd.		Title of Authorized Representative County Superintendent	Phone 415 924-9500
City Corte Madera	Zip Code 94925	Project Director(s) Ed Brennan	Phone 924-9500

* If this is a cooperative project, list all participating LEA's on reverse side of this page.

I. The applicant will use: (check one only)

☒ Recommended Search and Serve Procedures.

☐ Develop own procedures (if this box is checked submit copy of proposed procedures).

II. Computation:

A.	Potential number of individuals in need of Special Education (12% of total K-12 enrollment	3,681
B.	Minus number receiving special education** (average of October 1 and February 1 unduplicated child count)	1,994
C.	Potential number to be served (A-B)	1,687
D.	Funds available for SEARCH activities (C x $10)	$ 16,870

** Includes individuals being served by county superintendent of schools and private schools.

III, Statement of Assurances:

A. The LEA will maintain a continuing effort to search out and serve those individuals with exceptional needs (Sec. 611(a)(3); Reg. 121A.9.2; and Sec. 612(2)(C).

B. The control of funds provided under EHA, Part B, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided thereunder, and that a public agency will administer such funds and property and apply them only for the purposes for which they are granted (Sec. 614(a)(2)(A).

C. The federal funds made available under EHA, Part B, will be used only for excess costs of special education and related services and to supplement and, to the extent practical increase the level of state, local, and private funds expended for the education of individuals with exceptional needs, and in no case supplant such state, local, and private funds; and the LEA will maintain the current level of state and local expenditures for such education (Sec.614(a)(2)(B)&(C) and Sec.614(f).

CERTIFICATION:

I certify that state and federal rules and regulations applicable to the use of these funds will be observed; that separate accounting for these funds will be provided; that, to the best of my knowledge, the information contained in this application is correct and complete; and that the local education agency has been designated as the administration and fiscal agent for this program and is authorized to receive and expend funds for the conduct of this program and to collect and report data on the program.

Signature of Authorized Representative

Type Name and Title of Authorized Representative

Other Participating LEA's:

Legal name of agency Code 21 65300
Bolinas-Stinson Union Elem.
Street address
Star Route
City Bolinas ZIP code 94924 County Marin

Legal name of agency Code 21 65318
Dixie Elementary
Street Address
380 Nova Albion Way
City San Rafael ZIP code 94903 County Marin

Legal name of agency Code 21 65326
Fairfax Elementary
Street address
58 Park Road
City Fairfax ZIP code 94930 County Marin

Legal name of agency Code 21 65334
Kentfield Elemntary
Street address
699 Sir Francis Drake Blvd.
City Kentfield ZIP code 94904 County Marin

Legal name of agency Code 21 65342
Laguna Joint Elementary
Street address
3286 Chilena Valley Road
City Petaluma ZIP code 94952 County Marin

Legal name of agency Code 21 65359
Lagunitas Elementary
Street address
P.O. Box 208
City San Geronimo ZIP code 94963 County Marin

Legal name of agency Code 21 65367
Larkspur Elementary
Street address
20 Magnolia Avenue
City Larkspur ZIP code 94939 County Marin

Legal name of agency Code 21 65375
Lincoln Elementary
Street address
1300 Hicks Valley Road
City Petaluma ZIP code 94952 County Marin

Legal name of agency Code 21 65391
Mill Valley Elementary
Street address
70 Lomita Dr. (P.O. Box 313)
City Mill Valley ZIP code 94941 County Marin

Legal name of agency Code 21 65409
Nicasio Elementary
Street address
City Nicasio ZIP code 94946 County Marin

Legal name of agency Code
Street Address
City ZIP code County

Legal name of agency Code 21 65425
Reed Union Elementary
Street Address
1155 Tiburon Blvd.
City Belvedere-Tiburon ZIP code 94920 County Marin

Legal name of agency Code 21 65433
Ross Elementary
Street address
P.O. Box 1058
City Ross ZIP code 94957 County Marin

Legal name of agency Code 21 65441
San Anselmo Elementary
Street address
1000 Sir Francis Drake Blvd.
City San Anselmo ZIP code 94960 County Marin

Legal name of agency Code 21 65458
San Rafael City Elementary
Street address
Third & E Sts. (P.O. Box 390)
City San Rafael ZIP code 94902 County Marin

Legal name of agency Code 21 65466
San Rafael City High
Street address
Third & E Streets (P.O. Box 390)
City San Rafael ZIP code 94902 County Marin

Legal name of agency Code 21 65474
Sausalito Elementary
Street address
630 Nevada Street
City Sausalito ZIP code 94965 County Marin

Legal name of agency Code 21 73361
Shoreline Unified
Street address
P.O. Box 198
City Tomales ZIP code 94971 County Marin

If more space is needed, reproduce this page and attach to application.

Other Participating LEA's:

egal name of agency Code 2 1 | 6 5 4 8 2 Tamalpais Union High	Legal name of agency Code ☐☐ | ☐☐☐☐☐
treet address P.O. Box 605	Street address
City ZIP code County Larkspur 94939 Marin	City ZIP code County
egal name of agency Code 2 1 | 6 5 5 1 6 Union Joint Elementary	Legal name of agency Code ☐☐ | ☐☐☐☐☐
Street Address 5225 Red Hill Road	Street Address
ity ZIP code County Petaluma 94952 Marin	City ZIP code County
egal name of agency Code ☐☐ | ☐☐☐☐☐	Legal name of agency Code ☐☐ | ☐☐☐☐☐
Street address	Street Address
ity ZIP code County	City ZIP code County
Legal name of agency Code ☐☐ | ☐☐☐☐☐	Legal name of agency Code ☐☐ | ☐☐☐☐☐
treet address	Street address
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Legal name of agency Code ☐☐ | ☐☐☐☐☐	Legal name of agency Code ☐☐ | ☐☐☐☐☐
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City ZIP code County	City ZIP code County
Legal name of agency Code ☐☐ | ☐☐☐☐☐	Legal name of agency Code ☐☐ | ☐☐☐☐☐
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Legal name of agency Code ☐☐ | ☐☐☐☐☐	Legal name of agency Code ☐☐ | ☐☐☐☐☐
Street address	Street address
City ZIP code County	City ZIP code County

If more space is needed, reproduce this page and attach to application.

APPENDIX D

TEACHER SURVEY CORROBORATING THE NEED FOR AN INSTRUCTIONAL PLANNING SYSTEM

MARIN COUNTY SCHOOLS OFFICE

TEACHER SURVEY

PURPOSE:

There is some question that existing student records and instructional planning porcedures may not provide teachers with enough information about students that are transferred from one special class to another. Based upon your familiarity with student records and/or your experience(s) with students that were transferred/placed into your class, please respond to each of the following questions. Your responses will be used to evaluate existing record keeping and instructional planning procedures.

In your opinion: Circle One:

1. Is adequate information available in the records of transferring students for teachers to determine the specific skills that students have at the time of their transfer/placement? Yes No

2. Can teachers be certain about the specific skills that need to be taught to transferring students, from the information contained in student records? Yes No

3. Is adequate information provided in student records for teachers to determine what specific skills transferring students were exposed to prior to their transfer? Yes No

4. Is there a need for a system that provides teachers with the types of information identified in the preceding questions? Yes No

5. Would you support the development of an instructional planning system that provides these types of information and can be used by teachers in all programs? Yes No

APPENDIX E

BOOKLET OF INSTRUCTIONAL OBJECTIVES FOR INDIVIDUAL EDUCATION PLANNING

- SEPARATE VOLUME -

APPENDIX F

SPECIAL EDUCATION: EDUCATIONAL ASSESSMENT SERVICE FORMS AND PROCEDURES

EAS FORM 1

Office of Virgil S. Hollis, Marin County Superintendent of Schools

REFERRAL FOR MARIN COUNTY SCHOOLS OFFICE SPECIAL EDUCATION PROGRAM

(1) Date ____________________

(2) ☐ Start File ☐ For EAS For ______ minutes

(3) From ____________________ District ____________________

(4) This is to inform you that this office has been contacted by ____________________ (parent or agency)
for information about Special Education Program and/or Services for:

(5) ____________________ (child's name) Birthdate ____________________

(6) Parent Name ____________________ Foster Parent ____________________

Address ____________________ Address ____________________

____________________ ____________________

Phone ____________________ Phone ____________________

Father's Day Phone ____________________ Mother's Day Phone ____________________

School Attending or Present Status ____________________

Grade/Program ____________________

Program/Services Requested ____________________

(7) Reason for Referral: (Include information obtained, using the reverse side if necessary)

(8) The following steps were taken:

(9) Proposed further action:

(10) Names of Persons to be invited to EAS Meeting:

Return this form to
EAS Administrator

COPIES TO:
- ☐ PROGRAM ADMIN.
- ☐ DIR. SPEC. SERVICES
- ☐ CONSULTANT, SPEC. SERVICES
- ☐ SCHOOL PSYCHOLOGIST
- ☐ NURSE
- ☐ TRANSPORTATION
- ☐ REFERRING AGENCY
- ☐ SOCIAL WORKER
- ☐ ____________________
- ☐ ____________________
- ☐ ____________________
- ☐ ____________________

(11) Is Interim placement requested by parent? ____________
(Contingent upon Procedure II of Referral Procedures)

____
(12) Signature County/District Personnel

AS/PL 1

OFFICE OF VIRGIL S. HOLLIS ○ MARIN COUNTY SUPERINTENDENT OF SCHOOLS

Dear Parent or Guardian:

Your child has been referred to our office to determine whether any special educational help may be needed. Before we can make this determination, we need your written permission to complete the necessary testing.

Enclosed, therefore, you will find:

(1) An informational summary of your rights
(furnished to you as required by law)
(In duplicate)

(2) A consent form to do the necessary testing
(required by law)
(In duplicate)

We wish to point out that your consent is voluntary. However, our staff is not permitted to begin an educational assessment or provide any special education program or service to your child until we receive your written permission. If you agree that your child may need some special educational help, please return one completed copy of each of the enclosed forms within the next ten (10) days to:

Marin County Schools Office
Attn: Guidance Department
201 Tamal Vista Blvd.
Corte Madera, Calif. 94925

In the next few days, a person from our Guidance Department will contact you. Should you have any immediate questions regarding this referral or the enclosed materials please call 924-9500, ext. 87.

Thank you for your cooperation and assistance.

Sincerely,

VIRGIL S. HOLLIS
Marin County Superintendent

Kenneth C. Kammuller
Kenneth C. Kammuller
EAS Administrator

kck/gs

Encl.

201 TAMAL VISTA BOULEVARD ○ CORTE MADERA ○ CALIFORNIA ○ 94925 ○ Phone: 924-9500/Area Code 415

EAS/FORM 2

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California, 94925

NOTICE OF PARENT RIGHTS

Notice to parents of the following parent rights is prescribed by Public Law 94-142 and California Administrative Code (CAC) Title 5 regulations.

The parent or guardian shall:
1. Receive prior written notice of intention to assess the educational needs of his/her child to determine if there is a need for a special education program or services. The parent(s) shall be asked to respond to the notice within ten (10) days.

2. Receive (15 days prior) a written invitation to attend the Educational Assessment Service (EAS) meeting to determine the need for special education program/services.

3. Receive written notification of the EAS recommendation for the pupil, as prescribed by CAC Title 5, Section 3159, within ten (10) calendar days following the EAS meeting.

4. Provide prior written permission before the pupil will be placed in a special education program, and, before any individual education plan for the pupil is implemented.

(NOTE: Parent consent is voluntary. However, no special education program or services can be provided without it.)

The parent or guardian may:
5. Request in writing an informal hearing with the Assistant Superintendent, Department of Special Services, regarding the procedures or decision of the EAS relative to their child.

6. Appeal the decision of the informal hearing, as provided for in CAC Title 5, Section 3160 et. seq.

7. Request access to the pupil's records, and, the parent(s) shall be given the opportunity to examine all relevant school records pertaining to the pupil.

8. Obtain an independent assessment at their own expense, subject to the provisions of CAC Title 5, Section 3165 et. seq., Such an assessment shall be made available to the Educational Assessment Service for consideration, and become part of the pupil's records.

PLEASE SIGN AND RETURN ONE COPY OF THIS NOTICE TO:
Marin County Schools Office, attn: EAS Administrator, 201 Tamal Vista Blvd.,
Corte Madera, California 94925

I have read the NOTICE OF PARENT RIGHTS and I understand the contents of the notice.

Required signature of parent or guardian ______________________________

Pupil's name ______________________________ Date ____________________

S/FORM 3

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California 94925

Department of Special Services

PARENT PERMISSION FOR EDUCATIONAL ASSESSMENT

I understand that no educational assessment of my child shall be made without my prior written permission.

Therefore, to ensure that my child receives the most appropriate educational program and services available through the Educational Assessment Service (EAS), I give my permission to the Marin County Schools Office for the administration of educational and psychological tests necessary to determine my child's educational needs.

PLEASE SIGN AND RETURN ONE COPY OF THIS NOTICE TO:

Marin County Schools Office, attn: EAS Administrator,
201 Tamal Vista Blvd., Corte Madera, California 94925

I have read and understand the contents of the parent permission form. My signature indicates my consent for educational assessment.

Parent Signature ______________________________ Date __________

Pupil's Name ______________________________

AS/FORM 4A

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California 94925

Department of Special Services

PARENT PERMISSION FOR THE RELEASE & EXCHANGE OF INFORMATION

I understand that the release and exchange of information pertaining to my child between agencies or persons and the Marin County Schools Office, is necessary in determining if there is a need for a special education program or services.

Therefore, in the space provided below I have completed a list of agencies or persons having information pertaining to my child:

Agency or Person	Address	Phone	Contact Person
Golden Gate Regional Center			
Catholic Social Services			
North Bay Regional Center			
Atypical Infant Development Center			
Community Mental Health Services			
Department of Vocational Rehabilitation			
Department of Health, Continuing Care Services Section			
Marin County Social Services Department			
Family Service Agency			
Marin Aid to Retarded Children			
Saint Vincent's School			
Sunny Hills Agency			
Marin County Probation Department			
Other			
Other			
Other			
Other			

I hereby give my consent for the agencies or persons named on this form and the Marin County Schools Office to release and exchange all pertinent information (educational, medical, psychological, audiological, etc.,) contained in the records of my child.

PLEASE SIGN AND RETURN ONE COPY OF THIS NOTICE TO:
Marin County Schools Office, attn: EAS Administrator, 201 Tamal Vista Blvd.,
Corte Madera, California 94925

Required signature of
Parent or Guardian ______________________ Date ________

Pupil's name ______________________ Birthdate ________

AS/FORM 4B

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California 94925

Department of Special Services

PARENT PERMISSION FOR THE RELEASE & EXCHANGE OF INFORMATION

RE: ______________________________

Birthdate: ________________________

TO:

I hereby authorize you to release and exchange all pertinent information (educational, medical, psychological, audiological, etc.,) contained in the records of the above-named child, between yourself and the Marin County Schools Office. Please send available information to:

Marin County Schools Office
Attn. ______________________
201 Tamal Vistá Blvd.
Corte Madera, Calif. 94925

This information is needed to assist in the educational planning and programming of the above-named child, and will be kept in our confidential file.

____
Signature of Parent/Guardian

Date: ______________________

____
Address

EAS/FORM 5A

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California 94925

Department of Special Services

PARENT PERMISSION FOR PUPIL PLACEMENT

I understand that special education placement or services, as recommended by the Educational Assessment Service, will not be made for my child without my written permission.

Therefore, I hereby give my consent for my child to receive services, and, to participate in the special education program as identified below:

Type of Special Education Program:

PLEASE SIGN AND RETURN ONE COPY OF THIS NOTICE TO:

Marin County Schools Office, attn: EAS Administrator,
201 Tamal Vista Blvd., Corte Madera, California 94925

Pupil's name ______________________________ Birthdate ________________

Parent's or guardian's signature ____________________________________

Date ___________________________

AS/FORM 5B

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California 94925

Department of Special Services

PARENT PERMISSION FOR INTERIM PUPIL PLACEMENT

Pupil's name ______________________ Sex ________ B.D. ___________

Parent's name ___________________________ Phone ______________

Parent's address ____

Name of Former School District
or School _______________________ City ___________ State _______

Type of Special Education Program provided ______________________

Dates: From ___________ to ___________

My child was enrolled in a special education program before moving to Marin County. I understand that the Marin County Schools Office cannot place my child in a special education program or provide services without my permission.

Therefore, I hereby request interim special education placement and services for my child.

I understand that the placement and services shall be of the same type as my child received immediately prior to establishing my residence in Marin County. Further, I understand that, following the completion of an educational assessment, the appropriateness of my child's interim placement will be determined by the Educational Assessment Service (EAS).

I realize that I must complete the necessary consent forms and other materials before interim placement of my child can be made.

PLEASE SIGN AND RETURN ONE COPY OF THIS NOTICE TO:

Marin County Schools Office, attn: EAS Administrator,
201 Tamal Vista Blvd., Corte Madera, California 94925

Parent's or guardian's signature ______________________________

Date ___________________

EAS/FORM 5C

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California 94925

Department of Special Services

PARENT PERMISSION FOR TEMPORARY DIAGNOSTIC PLACEMENT

Informational Notice to Parents:

The purposes of the temporary diagnostic placement are to provide an opportunity for our staff and members of the assessment team to observe your child in a classroom setting, and, to assess his/her special education needs.

Public Law (PL) 94-142, the Education for All Handicapped Children Act of 1975, does not specifically provide for the interim or temporary diagnostic placement of a child who may have exceptional needs. In compliance with this law the California Administrative Code Title 5, Section 3152 states:

> ....Each school district shall make a formal assessment within thirty-five (35) school days from the date of receipt of the written parent(s) consent for such assessment of an individual thought to have exceptional needs to determine the need for, and appropriate placement in, a special education program and for providing related services to such pupil.

The Marin County Schools Office may provide temporary diagnostic placement, during the thirty-five (35) day assessment period, if the parent requests such placement.

* *

I have read and understand the statements made in the preceding notice. I hereby request that a temporary diagnostic placement be provided for my child,

____
(Name of child)

I understand that this placement is only for the purposes of observation and diagnostic assessment, and, that I will be invited to participate when the Educational Assessment Service (EAS) meets to determine the need for, and appropriate placement in, a special education program operated by the County Schools Office.

I realize that I must complete the necessary written consent forms and other materials before the diagnostic-trial-placement for my child can be made.

PLEASE SIGN AND RETURN ONE COPY OF THIS NOTICE TO:

Marin County Schools Office, attn: EAS Administrator,
201 Tamal Vista Blvd., Corte Madera, California 94925

Parent's or guardian's signature ____________________________

Date __________________

EAS/FORM 6

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California 94925

Dear Parent or Guardian:

Please read the following informational statement. Then, complete and return this form.

Public Law 94-142, enacted by the Federal Congress, requires the assignment of an individual to act as a surrogate or substitute for a parent or guardian whenever the parent(s) or guardian of a child is not known, unavailable, or the child is a ward of the State. Additionally, the State Department of Education provides for the assignment of a surrogate, by the Marin County Schools Office, when the parent or guardian is not a resident of the County.

I have read and understand the preceding statement. In response to this statement I have checked the response below which applies to me. Please note before responding below:

> Where the parent's or guardian's child will be in placement at either Sunny Hills or St. Vincents, or Children's Treatment Center, the Marin County Schools Office will appoint a representative of that agency to act as a surrogate, upon parental request.

________ I hereby request and authorize the Marin County Schools Office to appoint an individual to represent me in all required meetings regarding my child's educational program, and, in matters which require parental consent(s).

________ I will attend and participate in all required meetings pertaining to my child's educational program, and be available whenever there is a need for my written consent(s). It will not be necessary to appoint an individual to represent me.

________ I am not a resident of Marin County, and, I will be unavailable to participate in meetings pertaining to my child's educational program and in matters which require parental consent. Therefore, I request and authorize the Marin County Schools Office to assign an individual to represent me.

PLEASE SIGN AND RETURN THIS FORM AS SOON AS POSSIBLE TO:
Marin County Schools Office, attn: EAS Administrator, 201 Tamal Vista Blvd.,
Corte Madera, California 94925

I have read and understand the informational statement and I have checked the response applicable to me.

Required signature of parent or guardian ______________________________

Pupil's name ______________________________ Date ____________________

gs/77

EAS/FORM 7

MARIN COUNTY SCHOOLS OFFICE - DEPARTMENT OF SPECIAL SERVICES

PSYCHOLOGICAL EVALUATION/EDUCATIONAL STUDY REPORT

Pupil's name ______________________ Sex ____ B. D. ________ Date of Rep. ________

Parent's name ______________________ Phone: ______________________

Teacher's name ______________________ Program/class location ____________

Report completed by ______________________ Position ______________________

On the basis of test data and observation, I find this child to be:

_____ exceptional: classification: ____________________
_____ non-exceptional
_____ watch and consult

REASONS FOR THE ABOVE DECISION: SUMMARY AND RECOMMENDATIONS

163

I. PAST TEST INFORMATION (include when available)

A. Test Used/Attempted	Scores & Subscores	Date Administered	By Whom	Completed Yes/No

B. INTERPRETATION OF PAST TEST RESULTS:

II. SCHOOL HISTORY AND EDUCATIONAL PROGRESS OF THE PUPIL:

III. DEVELOPMENTAL HISTORY:

A. Motor Development

III. DEVELOPMENTAL HISTORY (Cont'd)

B. Affective Development

C. Tests/Behavior Scales used or attempted (i.e., Vineland Social Maturity Scale, Gesell's Developmental Scales, Adaptive Behavior Scale)

Test Used/Attempted	Scores & Subscores	Date Administered	Completed Yes/No

IV. Special steps taken to assist the pupil in the areas of his difficulty and the results of that assistance:

V. Observation and evaluation of the environmental factors and peer and teacher interaction affecting student's functioning in the classroom:

CURRENT TEST INFORMATION

VI. Specific measures of levels of academic functioning:

A.

Tests Used/Attempted	Scores & Subscores	Date Administered	Completed Yes/No

B. Observations of Current Test Behavior and Clinical Impressions:

C. Interpretation of Current Test or observation results:

VII. Appraisal of receptive and expressive language functioning:

A.

Test Used/Attempted	Scores & Subscores	Date Administered	Completed Yes/No

B. Observations of Current Test Behavior and Clinical Impressions:

VIII. Appraisal of receptive and expressive language functioning (continued)

C. Interpretation of Current Test Results:

IX. Appraisal of pupil's intellectual capacity for academic learning:

A.

Test Used/Attempted	Scores & Subscores	Date Administered	Completed Yes/No

Observations of Current Test Behavior and Clinical Impressions:

Interpretation of Current Test Results:

X. Appraisal of economic, cultural, social and language factors affecting learning:

XI. Identification and description of the specific learning and/or behavior disorder: (complete if L. H.)

XII. Health History: (refer to medical report attached)

XIII. Suggested behavioral or educational objectives which should be established for the pupil in the upcoming year:

XIV. HOME OBSERVATION

A. Observation Completed: Yes __________ Date __________

No __________ Reason(s)

B. Describe child's relationship with other members of the family:

XIV. Home Observation (Cont'd)

C. Child's interests, activities and responsibilities:

D. Child's relationship with other adults and/or children:

E. Parents perception of child's difficulty:

F. Summary:

XV. Prevocational or Vocational and Career Development

A. Test data (if available)

B. Comments and/or observations (include specific observations which may influence career decision making, hobbies, aptitudes, etc.

XV. Prevocational or Vocational and Career Development (Cont'd)

C. Additional Test Data (if necessary and pertinent)

D. Additional Comments: (if necessary and pertinent)

XVI. Certification of Pupil's Eligibility: (Check the appropriate statement, where applicabl

☐ It is my professional judgment that this student should be considered for placement in a class for Mentally Retarded children.

☐ It is my professional judgment that this child's basic learning skills fall below the range of functioning expected from pupils of a similar age and ability and that such functioning is not attributable to limited intellectual capacity for academic learning.

School Psychologist ______________________

Date. ______________________

EAS/FORM 8

MARIN COUNTY SCHOOLS OFFICE - DEPARTMENT OF SPECIAL SERVICES

SPEECH AND LANGUAGE ASSESSMENT

Pupil's name ______________________ Sex ______ B.D. __________ Date of Report ______

Parent's name ______________________ Address ______________ Phone ______________

Teacher's name ______________________ Name of Special Educ. Prog/ Site or Regular School ______________

Report completed by ____ Grade ________

I. SPEECH DIFFICULTIES: Complete this section for pupils who have articulation, stuttering, voice or minor syntactical or semantic difficulties (not caused by cultural or ethnic factors); pupil's who have no other special education instructional needs.

A. Tests Used/Attempted	Scores & Subscores	Date Administered	By Whom	Completed Yes/No

B. Areas of Weakness:

C. Observations made during testing.

D. Conclusions based upon above data:

II. EXPRESSIVE AND RECEPTIVE LANGUAGE FUNCTIONING: Complete this section for pupils enrolled in special education classes who have other special education instructional needs.

A. INCLUDE PREVIOUS AND CURRENT TESTING INFORMATION

1. Tests Used/Attempted	Scores & Subscores	Date Administered	By Whom	Completed Yes/No

B. Under each of the following headings, summarize your relevant professional observations. Include both strengths and weaknesses, as well as any suggestions you have on how a teacher might most effectively teach this child.

1. Auditory Receptive Language Functions

EXPRESSIVE & RECEPTIVE LANGUAGE (Cont'd)

2. Auditory Expressive Language Functions

3. Visual Receptive Language Functions

4. Visual Expressive Language Functions

EXPRESSIVE & RECEPTIVE LANGUAGE (Cont'd)

5. Speech and Hearing Mechanisms

   a. Intra-oral examination

   b. Audiometric Testing   Date: ______________

   Results:

6. Major Areas of Need   Suggested Instructional Procedures

EAS / FORM 9

MARIN COUNTY SCHOOLS OFFICE - DEPARTMENT OF SPECIAL SERVICES

CLASS OBSERVATION

Pupil's Name ______________________ Sex _____ B.D. ________ Program/ Class Loc. _______

Form Completed by ______________________ Position ___________ Date __________

Period of Observation: From ____________ to ____________

This form is designed only for the purpose of observation. It does not involve the application of assessment instruments.

The observer should review the descriptions of each of the following general behavior categories. If the student displays behavior relevant to one or more categories, a brief description of a specific incident (or incidents) should be provided. At least one specific behavior incident should be included in each category. In those categories where behaviors are of greatest concern, more than one behavioral incident should be included. Be sure to include both strengths and deficits. This form shall be completed for each review/evaluation of a pupil's education program with a copy forwarded to the Marin County Schools Office, Department of Special Services, Attn: EAS Administrator.

1. ADAPTIVE AREA

   Included here are behaviors related to attention, follow-through, exploration, independence, achievement, order, and mastery.

2. AFFECTIVE AREA

   Generally speaking, this includes language and physical behaviors and behaviors related to emotional problems and/or strengths. It also includes self-perceptions, including self-concept.

3. COGNITIVE AREA

Included here are behaviors relating to the capacity for doing school work and behaviors related to the adequacy of though processes. For example, extent of student's knowledge, comprehension, application, analysis, synthesis, and evaluation.

4. PERCEPTUAL MOTOR AREA

This pertains to visual, auditory, tactile and kinesthetic discrimination, and the use of large and small muscles; also included here is the general area of coordination. Instances of perceptual problems and/or strengths should also be included here.

5. SOCIAL AREA

This includes behaviors relating to relationships with others (or lack of such relationships) including children and adults.

6. ADDITIONAL COMMENTS:

EAS/FORM 10

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California

DEPARTMENT OF SPECIAL SERVICES
EDUCATIONAL ASSESSMENT SERVICE

Pupil's Name: ______________________ **B. D.** __________ **Sex M/F** **Date:EAS Meeting** __________

rent or Guardian: ______________________ **Address** ______________________ **Phone** __________

School Attending or Present Status ______________________ **District** __________

eacher ______________________ **Grade/Program** ______________________

ogram/Services Requested ______________________

The Educational Assessment Service finds this pupil to be:
__________ **exceptional** __________ **Non-exceptional** __________ **watch and consult**
Specify type of special education program for which the exceptional pupil is eligible: __________

Summary and Recommendation(s):

EAS MEMBERS

Signatures of other persons in attendance

Administrator	Date	Y/N	
School Psychologist	Date	Y/N	
Special Education Teacher	Date	Y/N	
Nurse	Date	Y/N	
Physician	Date	Y/N	

MARIN COUNTY SCHOOLS OFFICE - DEPARTMENT OF SPECIAL SERVICES

PROCEDURES FOR SPECIAL EDUCATION REFERRALS TO MARIN COUNTY SCHOOLS' PROGRAMS

PURPOSE: The Marin County Schools Educational Assessment Service (EAS) is comprised of a group of professionals whose primary responsibilities include the assurance that for any child referred to Marin County Schools' Programs, whose exceptional needs cannot be met by a local school district, referral, assessment and placement procedures are complied with in accordance with PL 94-142, PL 93-380, CAC Title 5, and appropriate Education Code sections.

I. Referrals from Districts in Marin County

A. PROCEDURE:

1. All parent-initiated referrals for school age children will be directed back to the District of Residence for district processing.
2. Districts will be notified of a pre or post-school age student's enrollment in a County Schools' Program.
3. The District, upon determination that it cannot appropriately serve an individual with exceptional needs, will immediately make a referral to the Marin County Schools Office.
   - (a) The referral must be made using the appropriate form.
   - (b) No action will be initiated by this office until the referral has been received.
   - (c) Referrals must be directed to the Marin County Schools Office, Department of Special Services, Attn: EAS Administrator.
4. Upon receipt of the referral, the EAS Administrator, or designee, will contact the parent(s), for the purpose of acquiring the parent(s) written consent to assess, and, for the purpose of acquiring other information and/or consent as may be necessary (i. e., consent to release and exchange information...) This process should be completed within (10) calendar days of referral.
   - (a) Notice of rights to the parent(s) shall be provided in writing by the EAS Administrator.
   - (b) Appointment of Surrogate Parent(s): The Marin County Schools Office, having the direct responsibility to insure that the rights of a child within its jurisdiction are protected when that child's parents are not known, are unavailable, or when the child is a ward of the state, will assign an individual to act as a surrogate for the parent(s). This matter assumes an urgency in the case of a child whose need for assessment/placement services hinge upon parental consent.

State Department of Education criteria of determining when a surrogate is needed are:

(1) Parent is not residing within jurisdiction of LEA.
(2) Parent, due to long-term absence, is unavailable to meet and confer at the LEA's request on the referred need for assessment. Such parent must be notified by registered mail that a surrogate will be appointed and why.
(3) Parent is continually unavailable to LEA's attempts to impart information necessary to obtaining parent's consent for assessment or placement. This alleged unavailability must be documented with records of phone calls and visits attempted, both at the home and at the place of employment, if feasible; and parent must be notified, by registered mail and reasons stated therein, that a surrogate will be appointed after a reasonable, specified date.
(4) The parent has been legally declared incompetent.
(5) The parent requests that a surrogate be appointed.

5. The County Schools Office will notify the District to begin an assessment, immediately upon receipt of a parent's written consent. No assessment pertaining to a pupil's placement in a County Schools Program is to be initiated by the District prior to notification from the County Schools Office. Written notification to assess will subsequently be sent to the responsible District person identified on the referral form, as documentation.
6. The District will have twenty (20) school days, from the date of notification by the Marin County Schools Office in which to complete and return the assessment materials on the forms provided to: Marin County Schools Office, Department of Special Services, Attn: EAS Administrator.
7. The District shall implement the procedures of Section 3152(c) of the CAC Title 5 in making an educational assessment.
   (a) In making an educational assessment the district shall implement the following procedures which shall include, but need not be limited to:
      (1) Testing and assessment materials and procedures used for the purposes of assessing and determining the placement of individuals with exceptional needs in special education programs shall be selected and administered so as not to be racially or culturally discriminatory.
      (2) Tests and other assessment materials shall be presented in English, or in the native language of the pupil if other than English; or in another, more appropriate, mode of communication.
      (3) Tests and other assessment instruments or materials shall have been validated for the specific purpose for which they are being used.

(4) In administering a test to an individual with known impaired sensory, manual, or speaking skills, care shall be taken that the test results accurately reflect the individual's aptitude or achievement level (or whatever other factor the test purports to measure), rather than reflecting the pupil's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure).

(5) Tests and other assessment instruments or materials shall be utilized by personnel who meet applicable credential or licensure requirements of the Education Code or state law.

(6) Tests and other assessment instruments or materials shall be designed to assess the specific areas of a pupil's educational needs and not designed to provide a single intelligence quotient only.

(7) Sources in addition to ability or achievement tests, including information concerning the pupil's health status and physical condition, sociocultural background, and the adaptive behavior in the school and home environments shall be considered in my determination of the special educational needs of the pupil.

(8) The interpretation of the assessment data and the subsequent determination of the individual's educational placement shall be made by a team of professionally credentialed or licensed persons who are knowledgeable about the individual, the meaning of the assessment results, the placement options, and the personnel available to provide special education and related services.

Any section(s) of the Education Code and/or Title 5, California Administrative Code, shall apply which designates persons and procedures for an educational assessment and placement of any individual with exceptional needs by an Admission Committee.

No single assessment instrument shall be used by the assessment team as the sole criterion for determining an appropriate individualized special education program and related services placement for any pupil.

(9) When the educational assessment team makes a determination that a pupil with a recognized disability does not require placement in a special education setting, that individual shall be placed in the regular instructional setting.

8. At least fifteen (15) calendar days prior to the Marin County Schools Educational Assessment Service Meeting, notification will be sent to the District and the parent(s) of the purpose of the EAS Meeting, and of the date and time the case is scheduled for EAS action.

9. The EAS of the Marin County Schools Office, upon determination that a pupil has exceptional needs and that the pupil is eligible for a special education program, shall develop an Individual Education Plan (IEP) which shall be reviewed not less than annually.

   (a) The IEP shall include, but not need be limited to those statements specified in CAC Title 5, Section 3154.

(b) The persons who shall develop (and later revise) the IEP shall include, but need not be limited to, a special education administrator or designee; the pupil's special or regular teacher(s); the pupil's parent(s); and, when deemed appropriate, the pupil; and other competent persons, as may be appropriate, who are knowledgeable concerning the special educational needs of such pupil; and members of an admission committee if required by the Education Code, (CAC Title 5, Section 3154).

10. The EAS Administrator or designee will notify the parent(s) in writing of the results of the EAS meeting within ten (10) calendar days following the meeting.

II. REFERRAL AND TRIAL PLACEMENT FOR OUT-of-COUNTY TRANSFER STUDENTS TO A MARIN COUNTY SCHOOLS' PROGRAM

Under the mandates of PL 94-142 and CAC Title 5, Sections 3150-3159, no specific provision exists for trial placement. Upon advisement from the State Department of Education, one exception must exist to implement the intent of the law.

A. EXCEPTION: When an out-of-county pupil, placed in a special education program by the pupil's former public school district, becomes a resident of Marin County, the pupil may be placed in a special education program of the same type operated by the Marin County Schools Office for a period of time not to exceed thirty-five (35) school days, pending the completion of assessment and the decision reached at the EAS meeting for the pupil. The trial placement, if made, will be made by the Assistant Superintendent for Special Services or his designee. The following procedure shall be adhered to:

B. PROCEDURE:

1. The parent(s) shall request the Marin County Schools Office to provide service/placement.
   (a) The parent(s) shall, on the appropriate form, provide written consent to place the pupil pending the action of the EAS within thirty-five (35) school days.
2. The parent(s) shall, using the appropriate form(s), provide written consent to the Marin County Schools Office to.
   (a) Request, obtain and exchange information concerning the pupil, and
   (b) complete the CAC Title 5 required assessment of the pupil.
3. The Program Administrator, teacher, Guidance Department, and Transportation Department shall be consulted and informed of the initial date of enrollment/trial placement. The parent(s) shall be notified of the initial/earliest date of possible enrollment.
4. Within twenty (20) school days, the designated school psychologist of the Marin County Schools Office Guidance Department will complete and return the required CAC Title 5 assessment to the EAS Administrator.

5. Notification of the date, time and purpose of the Marin County Schools EAS Meeting shall be sent to the parent(s) at least fifteen (15) calendar days prior to the meeting. Other persons designated to attend the EAS meeting will be notified.

6. The EAS of the Marin County Schools Office, upon determination that a pupil has exceptional needs and that the pupil is eligible for a special education program, shall develop an Individual Education Plan (IEP) which shall be reviewed not less than annually.
   (a) The IEP shall include, but not need be limited to those statements specified in CAC Title 5, Section 3154.

6. (b) The persons who shall develop (and later revise) the IEP shall include, but need not be limited to, a special education administrator or designee; the pupil's special or regular teacher(s); the pupil's parent(s); and, when deemed appropriate, the pupil; and other competent persons, as may be appropriate, who are knowledgeable concerning the special educational needs of such pupil; and members of an admission committee if required by the Education Code. (CAC Title 5, Section 3154).

7. The EAS Administrator or designee will notify the parent in writing of the results of the EAS meeting within ten (10) calendar days following the meeting.

III. REFERRALS WITHIN PROGRAMS OPERATED BY THE MARIN COUNTY SCHOOLS OFFICE

A. PROCEDURE:

1. ABSOLUTELY NO PROGRAM CHANGE shall be made by any person without the prior action of the Marin County Schools' Educational Assessment Service (EAS).

2. Referrals initiated by staff or parent(s) shall be routed through the Program Administrator, who will consult with the parent(s) within ten (10) calendar days.
   (a) Written parental consent must be obtained by the Program Administrator before any assessment is conducted.
   (b) Immediately following consultation with the parent(s), (within one (1) school day), the Program Administrator shall complete and submit to the EAS Administrator and to the school psychologist assigned to the program/class, a copy of the referral form.
      (1) Where applicable, written parental consent for assessment shall also be forwarded to the EAS Administrator at the time the referral is submitted.

3. The Program Administrator shall be responsible for compiling any necessary study/review materials. These materials shall be forwarded via the Guidance Department to the appropriate school psychologist.

4. The School Psychologist assigned to the program/class shall complete and return all pertinent assessment materials to the Department of Special Services, Attn: EAS Administrator, within twenty (20) school days from the date recorded on the referral form.

5. The parent(s) shall receive written notification by the EAS ADMINISTRATOR or designee:
   - (a) no later than fifteen (15) calendar days prior to the EAS Meeting, regarding the purpose, date and time of the meeting, and
   - (b) no later than ten (10) calendar days following the EAS Meeting, regarding the results of the meeting.

IV. SPEECH SERVICES REFERRAL PROCEDURES

Upon receipt of a referral for speech services, the following procedure shall apply:

A. PROCEDURE:

1. District referrals for speech therapy shall be made directly to the Marin County Schools speech pathologist assigned to the school of attendance.
2. Upon referral the speech pathologist shall immediately forward the completed referral form to the County Schools Speech Therapy Supervisor.
3. The speech therapist supervisor shall immediately contact the parent(s) to:
   - (a) Acquire the parent(s) written consent to assess, and
   - (b) Acquire the parent(s) written consent to release, obtain, and exchange information pertaining to the pupil.
   - (c) Notice of rights shall be provided to the parent(s).
   - (d) This process should be completed within ten (10) calendar days from the date of referral.
4. Absolutely no assessment shall be made of any new speech referrals by the Marin County Schools speech pathologist without the written consent of the parent or appointed surrogate.
   - (a) Speech pathologists shall be notified of the parental consent to assess by the Supervisor of Speech Services.
   - (b) For any referral not receiving written parental consent to assess within a reasonable period of time, the Supervisor of Speech Services shall notify the speech pathologist to contact the parents.
   - (c) If, after reasonable and documented attempts, written parental consent to assess cannot be obtained, the speech pathologist shall notify the Supervisor of Speech Services.
5. Within twenty (20) school days following the speech pathologist's receipt of notification of written consent to assess the pupil's assessment shall be completed on the appropriate form and a copy forwarded to the Supervisor of Speech Services.
6. The Supervisor of Speech Services shall notify the parents fifteen (15) calendar days prior to and ten (10) calendar days following the meeting of the assessment team in accordance with the requirements of California Administrative Code, Title 5.

7. INDIVIDUAL EDUCATION PLAN:
   - (a) The speech pathologist shall develop an I. E. P. for the assessed pupil and deliver the I. E. P. to the assessment team meeting.
   - (b) The Supervisor of Speech Services will verify signed parental approval of the I. E. P. to the speech pathologist prior to the initiation of therapy.
   - (c) ABSOLUTELY NO SPEECH SERVICE shall be provided by the Marin County Schools speech pathologist prior to the adoption of the I. E. P. and the parent's written approval of same.
8. The pupil shall be reviewed by the assessment team at least annually with a new I. E. P. submitted at least five (5) days prior to the review.
9. The Supervisor of Speech Services shall forward copies of all forms and transactions pertaining to the pupil to the EAS Administrator, Department of Special Services, Marin County Schools Office, immediately upon
   - (a) completion of the assessment team meeting
   - (b) the initiation of due process proceedings, or
   - (c) the completed review of any pupil being served.
10. When the student is in a district operated special education program, the Individual Education Plan (I. E. P.) will be coordinated with the plan of the district specialist.

NOTE: CAC Title 5, Section 3151 (C) defines "parent" as including a parent(s), a guardian, a surrogate parent(s), a foster parent(s), or a person acting as a parent of a pupil in the absence of a parent or guardian, and includes any adult individual with exceptional needs.

APPENDIX G

INSTRUCTIONS FOR A LOCAL EDUCATION AGENCY APPLICATION FOR FUNDS UNDER P. L. 94-142

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 14, 1977

TO: County and District Superintendents of Schools and Administrators of Special Education

FROM: Leslie Brinegar, Assistant Superintendent and Director, Office of Special Education (916- 445-4036)

SUBJECT: Local Education Agency (LEA) Applications for funds, school year 1977-78, under the Education for All Handicapped Children Act of 1975, 20 USC 1401, Part B, as amended by Public Law 94-142

In 1975, the Congress of the United States determined that state and local educational agencies had a responsibility to provide a free appropriate public education for all individuals with exceptional needs; that financial resources were inadequate; and that it was in the national interest for the Federal Government to assist state and local efforts to meet the educational needs of individuals with exceptional needs. As a result, the Education for All Handicapped Children Act (P.L. 94-142) was enacted, and some funds were appropriated to provide this assistance.

Prior to this federal legislation, California, in 1971, developed the Master Plan for Special Education based on the principle that education is for all children, regardless of differences in abilities and recognizing that as a consequence states and local governmental units have a responsibility to extend educational opportunities to all individuals with exceptional needs. Currently, ten RLAs (Responsible Local Agencies) are operating under the Master Plan for Special Education. There are two options available to all LEAs. Option 1 meets the minimal requirements. Option 2 provides for districts who wish to work toward a more comprehensive plan for special education.

> Option 1 meets the minimum federal data and assurances requirements as listed in Section 121a. 100-117, of the proposed P.L. 94-142 Federal Regulations.
>
> Option 2, an "Educational Agency Plan for Special Education," meets federal data and assurances requirements and approximates the comprehensive special education planning instrument used in the Special Education Master Plan.

Since RLAs are required to complete a detailed "Comprehensive Plan for Special Education," these organizations need only complete application requirements in Option 1, above.

In order to assist LEAs to receive funds under either application Option, the Office of Special Education is in the process of scheduling P.L. 94-142 application workshops.

The deadline for receipt of the application under either Option 1 or 2 is May 16, 1977. A suggested planning timeline that may be helpful in submitting an application under Option 2 is included in the attached instructions. Copies of P.L. 94-142 (the Act) as well as proposed Federal Regulations applicable to P.L. 94-142 will be sent upon request.

LB/EJ:ms

APPLICATION OUTLINE

Page

GENERAL INSTRUCTIONS FOR ALL APPLICANTS

Scope of Application 1
Purpose 1
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Organization of the Application 6
Abbreviations and Definitions of Terms used in this Application 6-9

OPTION I SPECIFIC INSTRUCTIONS FOR APPLYING UNDER OPTION I (MINIMAL FEDERAL DATA AND ASSURANCES REQUIREMENTS), IN ADDITION TO GENERAL INSTRUCTIONS, ABOVE

Complete Instructions for Certification of Participation and Statement of Assurances (Forms A-1,A-2,A-3). 10

Complete Directions for "Report of Unduplicated Count of Children Unserved and Inadequately Served" (Form B-1) . . . 10

Complete Directions for Personnel Data (Forms B-2,B-3,B-4) . 11

Complete Detailed Timetable Instructions (Form C-1). 12

Describe Identification, Assessment, and Instructional Planning 13

Complete Least Restrictive Environment (Form D-1). 14-15

Complete Professional Development Form (Form E-1). 15

Describe Management Information, Data Collection, and Program Evaluation 16

Complete Budget Form (Form F-1) 16

Describe Parent Participation 17

OPTION II SPECIFIC INSTRUCTIONS FOR APPLYING UNDER OPTION II (DETAILED EDUCATIONAL PLANNING INSTRUCTIONS), IN ADDITION TO GENERAL INSTRUCTIONS, ABOVE

Application Planning Timeline. 2

Organization of the Application 6

continued ....

APPLICATION OUTLINE

OPTION II (continued)

PAGE

Complete Certification for Participation (Form A-1) 10

Complete Statement of Assurances (Form A-3) 10

Complete Needs Assessment 10

Complete Report of Unduplicated Count of Children Unserved and Inadequately Served (Form B-1). 10

Complete Personnel Data (Forms B-2,B-3,B-4) 11

Complete Summary of Needs Assessment Information 12

Provide an Organization Chart of the LEA 12

Describe Coordination of Public and Private Agencies 12

Complete Detailed Timetable (Form C-1). 12

Describe Child Find Activities 13

Describe Criteria for Unserved and Inadequately Served 13

Describe Process for Developing an Individualized Educational Plan. 13

Describe Procedural Safeguards and Confidentiality Procedures. 13

Describe Available Resources. 14

Complete Least Restrictive Alternative (Form D-1) 14

Describe Problems in Alternative Placement. 15

Describe Professional Development for Special and General Education Staff. 15

Complete Professional Development (Form E-1) 15

Describe Program Evaluation Plans. 16

Complete Budget Detail (Form F-1). 16

Describe Accounting Procedure 16

Describe Procedures for Control of Public Funds 16

Describe Parent Participation 17

APPENDIX

Forms A-1, A-2, A-3; Forms B-1, B-2, B-3, B-4; Form C-1; Form D-1; Form E-1; Form F-1

INSTRUCTIONS FOR
A LOCAL EDUCATION AGENCY*
APPLICATION FOR FUNDS
UNDER EHA, PART B, OF P.L. 94-142

(for both Options 1 and 2)

Scope of Application

This application is designed to assist public education agencies to apply for funds for individuals with exceptional needs, as provided under Part B of the Education for All Handicapped Children Act of 1975. These federal funds are not intended to replace state and local funds currently available to local school districts on behalf of individuals with exceptional needs. It is the intent of P.L. 94-142 to provide educational programs for presently unserved individuals with exceptional needs and additional services as may be needed to permit the most severely handicapped children to realize their full potential.

The application must be submitted to, and approved by, the State Department of Education. In order to be approved, all applications submitted must meet the requirements of P.L. 94-142 as stated in the instructions. Additional funds, authorized for use by the State Department of Education, may be available at a later date.

If a Local Education Agency (LEA) elects not to apply for Part B funds under the Education for All Handicapped Children Act, an LEA is required to implement the provisions of the statutes for a free appropriate public education, individualized educational plans, and procedural safeguards for each individual with exceptional needs who resides within its jurisdictional area.

Purpose

The purpose of this application is: (1) to provide a planning mechanism so that the local education agency can provide, within the time periods specified in P.L. 94-142, Section 612 (2) (B), a free appropriate public education which emphasizes special education and related services designed to meet the unique needs of handicapped pupils; (2) to assure that the rights of handicapped pupils and their parents or guardians are protected; (3) to assist local agencies in providing education of all handicapped pupils; and (4) to assess and assure the effectiveness of efforts to educate handicapped pupils.

---

*The term "Local Education Agency" as used throughout these instructions is interchangeable with "Responsible Local Agency" or "Intermediate Education Unit."

General Instructions

Notice to Option I Applicants: Option I meets the minimum federal data and assurances requirements as listed in Section 121a. 100-117, of the proposed P.L. 94-142 Federal Regulations. Please complete each item listed in the Application Outline, General Instructions,and Option I.

Notice to Option II Applicants: Option 2, an "Educational Agency Plan for Special Education," meets federal data and assurances requirements and approximates the comprehensive special education planning instrument used in the Special Education Master Plan. Please complete each item listed in the Application Outline, General Instructions,and Option II.

Application Form EAPSE (Educational Agency Plan for Special Education) - (new 2-77), is to be completed by each local education agency (LEA) applying for federal funds for the handicapped under P.L. 94-142. The application must state objectives and activities in a definitive fashion and describe what will be done and how federal funds are to be expended. The application must follow the format on page 6 of these instructions and be based on a needs assessment completed within the proposed education unit.

Schedule of Required Activities

* A schedule of required activities is included to assist the LEA by providing a summary and timeline for required activities. See page 3.

Application Planning Timeline

	March	April	May
Attend workshops	——→		
Conduct needs assessment	———	→	
Define organizational structure	———	→	
Define plan content	———	—→	
Establish timeline	———	—→	
Assign responsibilities	———	—→	
Draft plan	———	——→	
Review with staff	———	——→	
Revise plan	———	———	→
Secure approvals	———	———	—→
Submit to State Department of Education	———	———	——→

---

* Items marked with an asterisk are required activities for Option I

SCHEDULE OF REQUIRED ACTIVITIES

No.	Activities	May 16 1977	July 1 1977	Oct. 1 1977	Sept. 1 1978	Sept. 1 1980
1.	Develop application in coordination with individuals and agencies concerned with special education	X				
2.	LEA will develop a detailed timetable for accomplishing the goals (see 9. and 10., below)	X				
3.	LEA will provide a description of the kind and number of facilities, personnel, and services necessary to meet the goals established in 9. and 10., below	X				
4.	LEA will establish the following priorities for providing a free appropriate public education: first, for handicapped individuals who are not receiving an education and; second, for individuals with the most severe handicaps who are receiving an inadequate education	X				
5.	LEA application due in State Department of Education	X				
6.	LEA will establish and maintain procedures for participation and consultation of parents or guardians of handicapped children		X			
7.	LEA will establish procedures for implementing and coordinating the comprehensive system of professional development procedures established by the Superintendent of Public Instruction		X			
8.	Conduct identification activities (Search, Child Find, or Seeking-out activities).		X			
9.	LEA will adopt procedures appropriate for evaluating the effectiveness of special education and related services in the LEA			X		
10.	LEA will develop an individualized educational program for all served handicapped children			X		
11.	Send evaluation report to the State Department of Education				X	
12.	LEA will provide a free appropriate public education for all individuals ages 3 - 18 or State-mandated age				X	
13.	LEA will provide a free appropriate public education for all individuals ages 3 - 21 or State-mandated age					X

Calculation of Entitlement

The total amount of EHA, Part B funds for California for the school year 1977-78 is estimated to be about $29,000,000. During FY 1978, fifty percent (50%) of this amount, or about $14,500,000, is to be divided among California's school districts on a pass-through basis following submission and approval of LEA applications. During FY 1979, and thereafter, seventy-five percent (75%) of California's allocation will pass directly through the State Department to LEAs on the basis of approved applications.

Calculation of the LEA allocation is to be based on the number of individuals with exceptional needs served by each applicant district compared to the total number of individuals with exceptional needs reported in the Child Count conducted by the State Department of Education.

During the current school year, approximately 325,000 children are enrolled in special education in California's school districts. An example of funding is provided, based on a district which currently enrolls 500 children in special education (average of the October and February Child Count):

____ 50% LEA (School Year 1977-78): $14,500,000

____ Total number of handicapped children in California: 325,000

____ District A's application, which serves 500 handicapped children:

$$\frac{\$14,500,000}{325,000} = \$44.61$$

500 times $44.61 = $22,307.69

Joint Applications

A joint application may be a voluntary agreement by two or more LEAs or, in some instances, required by the State Education Agency.

In the event that an LEA cannot generate at least $7,500 entitlement funds or is of insufficient size and scope to provide programs which fully implement the individualized educational programs of all individuals with exceptional needs in the jurisdictional area, a joint application is required to provide a consortia of programs so that full service can be provided.

If a combined application is to be made by two or more LEAs, it is known as an Intermediate Education Unit (IEU). One LEA of the IEU shall be designated as the administrative agency. IEUs must meet the same requirements in this application as single LEA applicants. The entitlement to the IEU must be equal to the sum of the entitlements of the separate local education agencies. The administrative agency has only the authority agreed upon by the participating agencies as stated in the joint application.

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LEAs should consider future Master Plan configurations in deciding upon IEUs as possible RLAs. Consultant Services North and South will assist LEAs in determining size and scope of application requirements.

State Special Schools

To the extent appropriate, an LEA or IEU may utilize state schools placement to provide the necessary special education programs and services to meet the pupils individualized education program. The SEA may make a determination that certain individuals with exceptional needs should be served in a State program. State school diagnostic service may also be utilized for assessment of individuals with exceptional needs.

Preparation of the Application

Use standard 8½" x 11" white paper. If oversize pages are necessary, they must be folded to 8½" x 11" or less. All pages should be numbered consecutively within each section, such as VI-1, VI-2, VII-1, and VII-2. Forms should be inserted in the appropriate place in the text. Each form should be identified by title, letter, and number. If necessary, additional forms may be reproduced or additional pages added.

At the top of each form, enter the name of the LEA (or IEU or RLA), the identifying county and/or district code numbers[1] of the administrative agency, and the date of the application.

Submit two complete copies of the Application (EAPSE-2), and one extra set of data forms B-1 to F-1; one bearing an original authorized signature to:

Consultant Services Section, North
Office of Special Education
California State Dept. of Education
721 Capitol Mall, Room 607
Sacramento, CA 95814

OR →

Consultant Services Section, South
Office of Special Education
California State Dept. of Education
601 West Fifth Street, Suite 1014
Los Angeles, CA 90017

on or before 5:00 p.m., May 16, 1977.

Additional information regarding preparation of the application forms may be obtained from the Office of Special Education:

Allen Coltharp, Administrator
Consultant Services, North
(916) 445-3561 or 445-9420
(see address, above)

Allan Simmons, Administrator
Consultant Services, South
(213) 620-2990 or 620-4262
(see address, above)

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[1] Code numbers can be found in the latest edition of the California Public School Directory. District LEAs will use the County Code and the District Code. Example: San Juan Unified School District would be identified as [3|4] [6|7|4|4|7]. County LEAs use County Code and put zeros in the District Code. Example: Sacramento County would be identified as [3|4] [0|0|0|0|0]

Forms which are to be completed and submitted as part of the application are in a separate packet. Forms should be included in the appropriate section of the application. Pages should be numbered consecutively within each section, including forms.

Organization of the Application

Section	
I	Certification for Participation and Statement of Assurances, Forms A-1, A-2, A-3
II	Needs Assessment Summary Forms B-1, B-2, B-3, B-4
III	Description and organization of the unit, Form C-1
IV	Procedures for identification, assessment, and instructional planning, Form D-1
V	Procedures for personnel planning and professional development, Form E-1
VI	Procedures for management information, data collection, and program evaluation
VII	Budget, Form F-1
VIII	Separate documents

Abbreviations and Definitions of Terms Used in this Application

Administrative Agency (AA) is the district or county office designated by a consortium of districts or counties to dispense funds, collect and report data for the programs assisted under EHA, Part B.

Assessment means individual pupil testing or appraisal for individualized educational planning.

Community Advisory Council is composed of parents, school personnel, and community persons who act as an advisory body to the educational unit providing programs to individuals with exceptional needs.

Educational Agency Plan for Special Education is an application developed by an LEA, IEU, or RLA to provide a free appropriate public education for all individuals with exceptional needs, ages 3 through 21, in the given jurisdictional area.

Entitlement limit of $7,500 means, in order for a single district or county office to submit an application, the 50 percent pass-through of funds to a single LEA must generate as its portion of funding at least $7,500 from the amount allotted to California.

Excess Costs, for federal purposes, means costs for special education and related services which are above the costs of regular education for an elementary or secondary student in the LEA. State categorical aid must be obtained whenever possible.

Free appropriate public education means special education and related services for handicapped children of school age at no cost to the parents.

Identification means a formal process for locating individuals who may have exceptional needs and which may lead to either the delivery of special education and related services, or to modifications in the regular class program.

Individuals with exceptional needs means all children whose disability indicates educational needs which cannot be met by the regular classroom teacher with modification of the regular school program, who require the benefit of special education and related services, and who are between three and twenty-one years of age. Classification categories are used for reporting purposes only.

Individualized Education Plan means a written statement developed from an individualized planning conference consisting of a meeting of a representative of the LEA (an administrator or designee other than a classroom teacher), pupil's teacher, pupil's parents, and when appropriate, the pupil, including:

a. the present levels of educational performance of the pupil and the special education needs of the pupil

b. a statement of annual goals

c. short-term instructional objectives

d. a statement of the specific educational services and special instructional media and materials to be provided to the pupil

e. the extent to which the pupil will be able to participate in regular education programs and alternative settings

f. the projected date for initiation and anticipated duration of services

g. appropriate objective criteria, methods, and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved

h. list of individuals responsible for implementing the IEP

Intermediate Education Unit, in terms of the Federal Law, means a county office of education, or an RLA, or two or more LEAs joined to provide programs under EHA, Part B.

Inadequately served means individuals who are receiving special education services or related services specified in the individualized education plan and are known to be in need of additional or different special education or related services. For purposes of data collection, "inadequate" applies to those with the most severe handicaps within each disability.

Joint application means a consolidated application of two or more LEAs to form an intermediate education unit (IEU). Joint application may be voluntary or required. The State may require LEAs to submit a joint application if the LEA does not meet the $7,500 minimum entitlement or is unable to establish programs of sufficient size and scope. One LEA shall act as administrative agency for the IEU.

Local Education Agency (LEA) means a single school district, or a county office of education, or a state school under the administration of the SEA.

Least Restrictive Environment (LRE) provides that individuals with exceptional needs in public or private institutions are educated with their peers to the maximum extent appropriate to the needs of both. Removal of individuals with exceptional needs from the regular education environment to placement in special classes, special schools, or institutions should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Protections in Assessment means the use of appraisal and assessment materials and procedures for the purpose of educational planning and appropriate assignment of individuals with exceptional needs which are selected and administered in a manner which will prohibit any racial, sexual, or cultural discrimination. It is imperative that:

a. all tests and other materials are properly validated for the specific purposes for which they are used

b. all tests are administered in the pupil's primary language or mode of communication, unless it is clearly not feasible to do so

c. all tests reflect ability of the pupil rather than of an impaired sensory, manual, language, or speaking skill

d. no single test or procedure should determine educational placement or individualized plan for the pupil

Program evaluation means the process of obtaining and using reliable information about the effectiveness of a special education program so that informed decisions can be made about the program.

Related services means supportive services, other than special education, as are required to assist individuals with exceptional needs to benefit from the individualized education program. Related services may be provided by other agencies which have available funds or services for individuals with exceptional needs.

Responsible Local Agency (RLA) means the designated administrative agency for an Educational Agency Plan for Special Education under Education Code, Section 7000-7040.

Responsible Local Agency Unit (RLAU) means all the public education agencies joined together to provide programs under an Educational Agency Plan for Special Education as permitted under Education Code, Section 7000-7040.

Served means individuals with exceptional needs, ages three through twenty-one, who are enrolled in a private, public, or day or residential education program and who are receiving special education or related services.

State Education Agency (SEA) means California State Department of Education.

State Plan means the Annual Program Plan for the State of California submitted to the U.S. Commissioner of Education.

Special Education is individually designed instruction for individuals with exceptional needs. This education may be provided as classroom instruction, instruction in physical education, instruction in the home, instruction in state special schools, and instruction in hospitals and other institutions. The term includes services, such as speech and language therapy, audiology, mobility training.

Size and Scope means the LEA is able to establish, maintain, and coordinate programs of special education and related services to implement totally the individualized education plans of all individuals with exceptional needs under its jurisdiction, including a variety of settings to implement the least restrictive environment policy. Refer to the State Plan for further information.

Unserved means individuals with exceptional needs, ages three through twenty-one, who have not graduated from high school and are not receiving an education.

Section I

INSTRUCTIONS FOR CERTIFICATION OF PARTICIPATION AND STATEMENT OF ASSURANCES

* 1. Complete the Certificate for Participation statement (Form A-1) and use it as the first page of the application. If there are more than two participating local education agencies in addition to the administrative agency, use Form A-2 for certification.

* 2. The Statement of Assurances (Form A-3) must be signed and dated by the superintendent of the proposed administrative agency for the LEA or IEU as authorized by the local board of education. These assurances commit the LEA to implement and meet the timelines which are included in this section. It is imperative that all parties to this application read and understand these assurances.

Section II

INSTRUCTIONS FOR SUMMARIZING NEEDS ASSESSMENT

The purpose of this Needs Assessment is to obtain and organize information about the pupils and staff in special education programs which are currently in operation. Much of this information is already available from child count reports. Information from child find activities will be useful in the needs assessment. The LEA will use the results of the Needs Assessment as one basis for planning the educational programs and for preparing the application for funding under P.L. 94-142.

General Instruction for Needs Assessment

The needs assessment consists of two parts, child data and personnel data.

Since districts have recently reported numbers of pupils to the SEA through the Child Count, it will not be necessary to report pupils served in this application. However, in order to plan for 1977-78, it will be necessary to know the numbers of children unserved and inadequately served. (If you need assistance in obtaining the numbers of pupils reported in the Child Count, contact the Office of Special Education, Information and Dissemination Unit, telephone (916) 322-5016.)

* 1. Directions for "Report of Unduplicated Count of Children Unserved and Inadequately Served (Form B-1)

    a. Report individuals with exceptional needs who are not receiving an education, i.e., unserved by classification and age in columns 1, 2, and 3.

    b. Ages 3 to 5 include children from 3 through 4 years 11 months and 29 days as of December 1, 1977.

    c. Ages 6 to 21 include children from age 6 through 21 years 11 months and 29 days as of December 1, 1977.

* 2. Directions for Personnel data (Forms B-2, B-3, B-4):

a. Items 1, 2, and 3, Special Class Teachers, Resource Room Teachers and Itinerant/Consulting Teachers

For school year 1976-77, enter in cells for items 1, 2, and 3

(1) the actual total number of full-time staff equivalents employed for that school year, and

(2) the number of full-time staff equivalents employed in each of the disability areas (columns (b) through (r)).

For school years 1977-78 and 1978-79, enter in cells for items 1, 2, and 3

(1) estimates of the total number of full-time staff equivalents to be employed as of September 1, 1977, and September 1, 1978, respectively, and

(2) the number of full-time staff equivalents to be employed in each of the disability areas (columns (b) through (r)).

NOTE: When listing staff, report in full time equivalents (i.e., equivalent of full-time staff working exclusively with handicapped).

b. Column (a), Items 4-17. Psychologists, School Social Workers, Nurses, Occupational Therapists, Home-Hospital Teachers, Speech Pathologists, Teacher Aides, Vocational Education Teachers, Work Study Coordinators, Physical Education Teachers, Recreation Therapists, Diagnostic Staff, Supervisors and other non-instructional Staff. Report only a total in Column (a)

(1) For the school year 1976-77, list the total number of full-time equivalent staff employed for that school year, for each category of staff.

(2) For the school years 1977-78 and 1978-79, list the total number of full-time equivalent staff you anticipate will be employed by September 1, 1977 and September 1, 1978, respectively, for each category of staff

(3) Column (a), Item 18, Total Personnel

The "Total Personnel" cell requires a summary of all the full-time equivalent staff positions listed in the cells above - (items 1-17)

c. Summary of Needs Assessment Information

(1) Prioritize the needs for the LEA from the needs assessment data

(2) Describe briefly the scope of the program needs and goals for providing full educational opportunities to all individuals with exceptional needs

(3) Describe the alternative environments available to individuals with exceptional needs in the LEA

Section III

DESCRIPTION AND ORGANIZATION OF UNIT

A. Provide an organization chart of the LEA

* If a joint application is to be submitted, a chart of organization and a description of the organization of the administrative agent and its relationship to other LEAs must be provided. The responsibilities of the individual units must be specified. No forms are provided for this section.

B. Describe how coordination occurs between public and private agencies.

* C. Show when implementation for full educational opportunity is to be achieved by completing the Detailed Timetable (Form C-1)

1. Detailed Timetable Instructions

In addition to requiring the establishment of the full services goal, Section 612(2)(A)(ii) of Public Law 94-142 also calls for a detailed timetable for accomplishing such a goal. The purpose of the timetable is to indicate what percent of the total (estimated) number of handicapped children are to be served.

Section 612(2)(B) states that a free appropriate public education WILL BE AVAILABLE for all handicapped children BETWEEN THE AGES OF THREE AND EIGHTEEN within the State NOT LATER THAN SEPTEMBER 1, 1978, and for all handicapped children between the ages of THREE and TWENTY-ONE within the State not later than SEPTEMBER 1, 1980. The requirement for education of children three to five AND eighteen to twenty-one shall not be applied in any State if the application of such requirement would be inconsistent with State law or practice. California intends to have legislation requiring all individuals with exceptional needs between the ages of 4 years 9 months and 18 years be provided a free appropriate education by September 1, 1978.

2. The detailed timetable requires responses in four sections (A, B, C, and D) of age groups. Instructions for completing each section are listed below:

Section I, Ages 0-2. Estimate the year you expect to make available full educational opportunities to the 0 through 2 group noncategorically.

Section II, Ages 3-5. State the percent of the total population, 3 through 5, that are expected to be served in each of the two school years. By Federal law, as noted above, all entries should be 100 percent. SINCE THIS REQUIREMENT IS INCONSISTENT WITH STATE LAW AND PRACTICE, INDICATE EXPECTED YEAR OF FULL SERVICE.

Section III, Ages 16-17. Estimate the percent of the total population, 6 through 17, in each disability group that will be served in each of the two school years.

Section IV, Ages 18-20. State the percent of the total population, ages 18 through 20, in each disability group that will be served not later than September 1, 1980, of the 1980-81 school year. All entries should be 100 percent. SINCE THIS REQUIREMENT IS INCONSISTENT WITH STATE LAW AND PRACTICE, INDICATE YEAR OF EXPECTED FULL SERVICE.

Section IV

IDENTIFICATION, ASSESSMENT, AND INSTRUCTIONAL PLANNING

This section should be developed to provide the methods and procedures which the LEAs will use to implement the requirement for identification, assessment, and instructional planning (Form D-1).

A. Describe the modifications in assessment procedures of individuals with exceptional needs as a result of implementing P.L. 94-142.

* B. Describe the process used to identify (1) the unserved, and (2) the most severely handicapped within each classification who are receiving an inadequate education. Recommended procedures on identification (search, child find, or seeking-out activities) will be distributed to LEAs on or before April 1, 1977. A Search and Serve Manual of Procedures will be available by July 1, 1977.

* C. Describe the process for developing an Individualized Education Plan. The Individualized Education Plans must be reviewed, and if appropriate, revised at least annually. A Suggested Process Model for developing the Individualized Education Plan (IEP) has been mailed to all districts.

* D. Describe procedural safeguards and confidentiality procedures.

E. Describe the resources available within the unit or geographic area to provide related services, e.g., vocational education, career education, health services, remedial physical education, recreation and leisure education, etc.

* F. Instructions for Completing Least Restrictive Environment (Form D-1)

Section 612(5) of Public Law 94-142 states that each State Plan shall provide "procedures to ensure that to the maximum extent appropriate, handicapped children are educated with children who are not handicapped." The Least Restrictive Environment form consists of an 11 point continuum of environments, under four major categories; (a) Regular Class, (b) Separate Class, (c) Separate School Facility, and (d) Other Educational Environment.

(a) Regular Class:

Columns (1), (2), and (3) address regular class placement of handicapped children. If you have this specific information available, please provide it. However, data for these columns is optional. Since some form of instruction must be provided in a regular classroom, Column (4), Total Receiving Special Education in Regular Class, and Column (5), Total Needing Placement in Regular Class, are mandatory. Indicate totals in these columns by age groups and disability specified.

(b) Separate Class:

Columns (6), (7), and (8) call for data on handicapped children placed in separate classes. These three columns are optional. However, if you have this information available, please provide it. Columns (9) and (10) are mandatory and data must be provided in the areas of Total Receiving Special Education in Separate Classes and Total Needing Placement in Separate Classes, since instruction in special classes must be available. Indicate totals in these columns by age groups and disability specified.

(c) Separate School Facility:

Columns (11), (12), and (13) deal with placement of handicapped children in separate school facilities. The data requested for these three columns is optional, but if you have this information available, please provide it. Data for columns (14) and (15), Total Receiving Special Education in Separate School Facilities, and Total Needing Placement in Separate School Facilities, respectively, is required since separate school facilities must be available to handicapped children. Provide the totals for these two areas in the appropriate cells by age groups and disability specified.

(d) Other Educational Environments:

Columns (16) and (17) addresses the placement of handicapped children in other educational environments. These two columns are optional, however, please provide data if it is available.

Data for column (18), Total receiving Special Education in Other Educational Environments, is required and must be provided by the age groups and disabilities specified.

The total number of children served as reflected on the Least Restrictive Environment form should be identical to the total number of children being served as reflected in the Children Served and Service Needs in Priority Areas form.

G. Describe any major problems encountered in making alternative placements available to meet the needs of individuals with exceptional needs.

Section V

PERSONNEL PLANNING AND PROFESSIONAL DEVELOPMENT

This section of the application should include the procedures to coordinate the professional development activities with the State Plan and to carry out professional development activities at the local level (Form E-1).

A. The State Department of Education is required to develop and implement a comprehensive system of professional development. Describe how the LEA will coordinate its efforts with the state system of professional development. (Please refer to the Annual Program Plan (State Plan) so that LEA plans are compatible with the State Plan.)

B. Describe briefly the plans of the LEA for professional development for general education as it relates to special education and related services.

* C. Instructions for Completing Professional Development (Form E-1)

The Professional Development Form is to project the inservice training programs expected to be initiated and directed by the State Education Agency for the 1977-78 school year.

For each area of training, (a) estimate the number of personnel by type, and (b) expected to receive training in the 1977-78 school year.

Section VI

MANAGEMENT INFORMATION, DATA COLLECTION, AND PROGRAM EVALUATION

This section requires a description of the methods for collecting, aggregating, and reporting data about the special education programs. Evaluation, at least annually, of the effectiveness of programs in meeting the educational needs of individuals with exceptional needs (including evaluation of written instructional plans) is required.

A. The State Department of Education will provide guidelines for program evaluation and reporting individualized educational plan information, under separate cover.

* B. The State Department of Education is required to perform an annual evaluation program. Describe how the local education agency will coordinate program evaluation efforts with the State Department of Education.

Section VII

BUDGET

The applicant must provide a detailed budget and describe accounting procedures and how EHA-B funds are to be used for the special education programs.

* A. Complete Form F-1, "Budget Detail." Show how EHA, Part B, as amended by P.L. 94-142, funds are to be expended for 1977-78 school year. Federal funds are allowable only for "excess costs" directly attributable to education of handicapped pupils. "FTE" means persons employed for the full school year who devote 100 percent of their time on special education programs. Complete items at bottom of Form F-1.

* B. Describe the accounting procedure that is maintained so that no commingling or supplanting of state and local funds with federal funds can occur. Define excess cost (refer to 121a. 109 of the Federal Regulations).

* C. Describe how all funds and title to property used for education of individuals with exceptional needs are in the control of a public agency. (No forms provided.)

Section VIII

SEPARATE DOCUMENTS

Supplementary information will be available for SEA review at the administrative office of the applicant:

* 1. Evidence of participation in the planning of this application by (1) parents, (2) private schools, (3) community agencies

2. A general description of media and curriculum resources available in special education

* 3. Program evaluation reports on special education programs and projects

Attachments

State Department of Education
Office of Special Education
Resources Development Section
Program Development Unit
EJ:ms
March, 1977

APPENDIX H

POSITION ANNOUNCEMENT: MANAGEMENT INFORMATION SYSTEM CONSULTANT

OFFICE OF VIRGIL S. HOLLIS ○ MARIN COUNTY SUPERINTENDENT OF SCHOOLS
201 TAMAL VISTA BOULEVARD ○ CORTE MADERA ○ CALIFORNIA ○ 94925 ○ Phone: 924-9500/Area Code 415

POSITION ANNOUNCEMENT

POSITION TITLE Consultant, Management Information System November 17, 1977

POSITION DESCRIPTION

Under the direct supervision of the Assistant Superintendent for Special Services, plans, develops, and administers a special education management information system as required in Marin County Schools' application for Public Law 94-142 funds and in the Marin County Comprehensive Plan for Special Education. Plans, arranges for, and carries out personnel development and activities to identify unserved handicapped children in Marin County.

MAJOR DUTIES AND RESPONSIBILITIES

1. Collects data regarding pupil assessments, progress, staff information, and program evaluation.
2. Prepares required state and federal reports relative to pupils served, staffing information, and program effectiveness.
3. Provides management information needed to facilitate program planning, fiscal controls, and pupil tracking.
4. Implements federal requirements for personnel development.
5. Carries out state plan of "search and serve" to identify unserved children with special education needs.
6. Coordinates with electronic data processing personnel to design and field test a management information system.
7. Cooperates with regional representatives in public information effort regarding federal provisions for services to the handicapped.

REQUIRED QUALIFICATIONS

1. Administration or Supervision credential
2. Three years' experience in teaching and/or supervision of Special Education Programs.
3. Knowledge of California Master Plan for Special Education program requirements.

SALARY $22,750, prorated

WORK YEAR Through June 30, 1977

SELECTION PROCEDURE The Marin County Schools Office reserves the right to use an application screening process and admit to the oral review board only those candidates with the most relevant and competitive experience and education. All completed applications received prior to the final filing date will be reviewed, and the most suitably qualified candidates will be invited to appear before the oral review board.

It is the applicant's responsibility to provide complete information on the Marin County Schools Office application form. A resume may be attached but will not be accepted as a substitute for any part of the application. All applications, resumes, and documents become part of the permanent files of the Marin County Schools Personnel Office. Initial evaluation of experience will be based solely on the application and attached documents. Please include all education and work experience in the special education field.

APPLICATION PROCEDURE Send application to:

Certificated Personnel Department
Marin County Schools Office
201 Tamal Vista Boulevard
Corte Madera, California 94925
(415) 924-9500, ext. 64

AS AN AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER, the Marin County Schools Office does not discriminate on the basis of sex, race, color, religious creed, national origin, ancestry, physical handicap or age in its employment practices. This policy of affording equal employment opportunities to all persons is in keeping with provisions of Title VII and Title IX amendments of the United States Code and Section 504 of the Rehabilitation Act of 1973 which protect persons against discrimination.

CLOSING DATE:

Internal: November 23, 1977
Open: November 30, 1977

APPENDIX I

SUMMARY OF MARIN COUNTY BOARD OF EDUCATION JANUARY 10, 1978 MEETING

MARIN COUNTY BOARD OF EDUCATION
SUMMARY OF JANUARY 10, 1978 REGULAR BUSINESS MEETING HELD AT COUNTY SCHOOLS OFFICE, CORTE MADERA

APPROVED: Temporary Certificates for teachers whose credentials are being processed by the State (Lowe).

APPROVED: Intercounty attendance agreements for six (6) students (Spain).

RECEIVED: The following gifts:

- An eight-station Universal exercise equipment set for Loma Alta School from the Marin Association of Life Underwriters.

- Fifty-two donations totaling $695.50 for the Marindale School in memory of Mary Kay Bartolini, a former volunteer (Spain).

APPROVED: Interdistrict attendance agreements for two (2) Regional Occupational Program students (Spain).

EMPLOYED: Dr. Mario Pascale as a consultant to the St. Vincent's School staff (Brennan).

EMPLOYED: The following persons:

Arline Zerkel, Consultant, Management Information System; Fred Carbone, Teacher, Restaurant Program; Gerard Collet, Teacher, Restaurant Program; Ann Rivo, Program Manager; and William Busby, Heather Higgins, and Carrie Sakai as Naturalists. (Spain)

RESCHEDULED: Discussion of Board Member Compensation to the next meeting (Spain).

CONTRACTED: With Santa Cruz County Office of Education for the services of Marcia Kaplan (Mauzy).

HEARD: Dr. Hollis report the death of Wilma Grant, Secretary, Marin County Schools Office.

DISCUSSED: The Nutrition project (Horan).

RECEIVED: A report on the move of the Marin County Schools Office to Hoffman School (Turtle).

DISCUSSED: Private School Transportation (Turtle).

ANNOUNCED: A Forum on "Exploring Expanded Use of the Marin County Transit System by Marin County School Districts", sponsored by the Marin County School Boards Association and the Marin County Schools Office, Saturday, January 21, 1978 10:00 a. m. - 2:00 p. m. at the Redwood High School Faculty Lounge (Spain).

RECEIVED: A letter from Lt. William Naber, Marin County Jail Commander, relative to the outstanding program at the Jail.

RECEIVED: A letter from Mr. John Brickner, Superintendent, Bolinas-Stinson Union School District, expressing appreciation for inviting board members to attend the December 13, 1977 Regular Business Meeting.

MET: In Executive Session to discuss pending litigation (Turtle).

ADJOURNED: 9:00 p. m.

NEXT MEETING: Tuesday, January 17, 1978, 4:00 p. m. Hoffman School, 1111 Las Gallinas Avenue, San Rafael.

NOTE: Complete minutes of the Marin County Board of Education meetings are available in the Marin County Schools Office. The name of the staff person at the end of each item indicates the source of additional information.

APPENDIX J

MANAGEMENT INFORMATION SYSTEM STATUS REPORT AND RECOMMENDATION

OFFICE OF VIRGIL S. HOLLIS ○ MARIN COUNTY SUPERINTENDENT OF SCHOOLS

March 16, 1978

MEMORANDUM

TO: Ed Brennan

FROM: Arline Zerkel, David Gili

SUBJECT: Management Information System Status Report and Recommendation

OVERVIEW

The 1977-78 P. L. 94-142 joint application submitted by Marin County identifies the establishment of a management system-coordination office as its first priority for the use of federal funds. Priority 2 of the application is:

> "Develop, field test, and put into operation, a Management Information System to serve all exceptional students within the nineteen school districts-county region.
>
> Participants in this application believe that a standardized system for referral, assessment, program planning, and evaluation of special education students, and a common procedure for student tracking, documenting that procedural safeguards were followed, and provide program evaluation and reporting is sorely needed. All individuals with exceptional needs in the region would be assured that appropriate needed special programs and services, individual education plans, etc. would be provided as required through this management system."

201 TAMAL VISTA BOULEVARD ○ CORTE MADERA ○ CALIFORNIA ○ 94925 ○ Phone 924 9500 Area Code 415

ACTIVITIES

Pursuant to the Management Information System component the following activities were conducted:

1. Research on existing Management Information Systems:
    a. Phone inquiries were made by Arline Zerkel to the following:
        (1) Contra Costa County Schools
        (2) Santa Barbara County Schools
        (3) Whittier Area Cooperative Special Education Program
        (4) Cajon Valley Unified School District
        (5) San Juan Unified School District
        (6) Tulare County Schools
        (7) Robert Gartin, Resources Development Section, Office of Special Education, State Department of Education
        (8) Russell Forney, Office of Program Evaluation and Research, State Department of Education

    b. Phone inquiries were made by David Gili to the following:
        (1) San Mateo County Schools Office
        (2) Santa Clara County Schools Office
        (3) Independent Data Processing Center (Consortium of Sacramento area schools)
        (4) Executive Action, Santa Clara (Educational Data Processing Consulting Firm)
        (5) Optimum Systems, Inc., Santa Clara (Data Processing software firm doing consulting work in education)
        (6) Educational Management Systems, a division of McDonnell Douglas

    c. Visits were made to the following:
        (1) Contra Costa County Schools Office (three visits)
        (2) Santa Barbara County Schools Office
        (3) Tulare County Schools Office
        (4) San Mateo County Schools Office
        (5) Educational Research Consultants, Sacramento

2. Research on reporting requirements:
   a. P. L. 94-142, Title V and AB 1250 were examined for report requirements.

   b. Data Acquisition Calendars were examined for report requirements.

   c. Copies of reports were examined for analysis of types of data required.

   d. Samples of data collection forms from other counties/districts were examined and analyzed.

3. Meetings have been conducted with various groups to secure their cooperation and commitment.

PROJECTED TIMELINE

The following timeline was discussed and approved by the Master Plan Committee at their meeting on March 2, 1978.

March 2	Apr. 3	April 13	May 11	June 1
Update M. P. Committee **Establish timeline.**	**Mail by Apr. 3 ahead of time for review.**	**Comm. reviews student file forms-provides input-receives update on D. P. -gets input from field.**	**Comm. reviews latest revisions/ adds input/final input to MIS on forms/process.**	**Forms in final form for final rev. planning for fall inservice & preparation for installing system.**

July 1	August	September
Forms to printer. **D.P. in final. stages**	**Pre-Inservice on forms completion/ process/flow.**	**System installed and operational.** **October 1- count by computer with hand count as back-up.**

Arline and David Gili investigate/select/work with consultants on data processing system-report to districts at intervals above.

RECOMMENDATION

As a result of the above investigation, the advantages and disadvantages of various systems helped identify some desirable features for consideration in making a recommendation:

1. Ease of entry
2. Simplicity of data collection and processing
3. Need for interactive capability and timely information retrieval
4. Capacity for change/growth

Four options were ultimately identified for consideration: 1. In-House Development, using Marin County computer facility; 2. Contract with Contra Costa County Schools Office (or contract with Harry Larsen); 3. In-House Development, leasing computer time from San Mateo County Office of Education; 4. Contract with an outside service, Education Research Consultants.

The advantages and disadvantages of the four options follow. It should be noted that cost estimates, except for 'Option 4' (Education Research Consultants), are very approximate.

It is our recommendation that:

1. We contract with Educational Research Consultants to provide us with an M. I. S. for the collection and reporting of pupil information.

2. Inservice and data collection begin this spring.

Option 1. IN-HOUSE DEVELOPMENT-USING MARIN COUNTY COMPUTER FACILITY.

Programs to be designed and written by Marin County Schools Office data processing staff. Processing would be done on the County computer.

Advantages:

1. System can be designed to meet our specific needs.
2. Marin County Schools Office would have proprietary rights over all programs and data files.
3. There would be a high degree of flexibility in making program changes to accommodate changing needs.
4. On-going production costs would be low.
5. The logistics of transporting documents is simplified because of local processing.

Disadvantages:

1. Lead-time is critical. Data collection should begin in May, 1978. Therefore, the input document would be created and implemented prior to the complete design and development of the system as a whole.
2. All program modifications (either State mandated or requested by management) are the responsibility of the Marin County Schools Office.
3. Any system development done to meet current M.I.S. data requirements could be invalidated under the approved Master Plan.

4. The ability to develop a truly interactive system (using a remote terminal to enter, manipulate, and retrieve data and program instructions) is limited due to the County's equipment and processing orientation.
5. An 'in-house' M.I.S. system would be subject to the constraints imposed by scheduling jobs around other Schools and County data processing applications.
6. The allocation of staff time to this project may cause a delay or cancellation of other projects.

Costs: (Estimated)

1. Development

One programming year plus benefits	$22,000
Computer test and data entry costs	$ 4,000
	$26,000

2. Production (annual)

Computer and data entry	$ 2,000
Forms	$ 3,000
Program Maintenance	$ 5,000
	$10,000
TOTAL	$36,000

Option 2. CONTRACT WITH CONTRA COSTA COUNTY SCHOOLS OFFICE OR CONTRACT WITH HARRY LARSEN.

The Contra Costa County system was developed by Harry Larsen, a Schools Office staff member, in conjunction with a contracted programmer. It is operational and available through the County Schools Office, or the services may be purchased directly from Harry Larsen's private firm.

Advantages:

1. The system has been implemented and appears to meet reporting requirements.
2. The system goes beyond pupil placement requirements by providing for student attendance and fiscal reporting.
3. The Contra Costa County staff has been actively involved in this project for a number of years and appear knowledgeable about State regulations and reporting requirements.
4. The system has an inter-active capability, however there is some question about its capacity and reliability.

Disadvantages:

1. The system appears to be poorly designed. Programs are added to and modified in a fashion that belies sound systems design. This raises serious doubts about the day to day operational reliability and long-term viability of the service.

2. The equipment, which is a small-scale computer or microprocessor, is used for all data processing operations within the County Schools Office. We would be competing with many users which could result in limited accessability or inadequate response time.
3. The relationship between Harry Larsen's private firm and the County Schools Office is not clearly defined. This raises a question of proprietorship of program material, and could possibly represent a conflict of interest.

Costs:

Unavailable at this time. Cost elements to be considered include:

1. Annual lease arrangement for use of programs.
2. Cost for use of computer time and related production costs (printer time, forms, etc).
3. Equipment costs (terminal and telephone lines).

Option 3. IN-HOUSE DEVELOPMENT - LEASING COMPUTER TIME FROM SAN MATEO COUNTY OFFICE OF EDUCATION.

Programs would be designed and written by the Marin County Schools Office data processing staff and placed in the San Mateo County Office of Education computer. The system would be fully inter-active with all data entry and retrieval done via a terminal located in our offices.

Advantages:

1. System can be designed to meet our specific needs.
2. Marin County Schools Office would have proprietary rights over all programs and data files.
3. There would be a high degree of flexibility in making program changes to accommodate changing needs.
4. San Mateo County has a large-scale computer with adequate staff and sufficient capacity to accommodate our needs. The computer is designed to handle many users on an inter-active basis.
5. San Mateo County has available a full range of data processing services. We could have access to these services through negotiation of a separate contract.
6. As a Regional Data Processing Center San Mateo will be developing a comprehensive system to comply with all aspects of the Master Plan. Our M. I. S. system could be a pilot for that larger developmental effort thus making us instrumental in its design. This will provide an alternative for the future when we must respond to the total Master Plan reporting requirements.

Disadvantages:

1. Lead-time for in-house development is critical.
2. All program changes are our responsibility.
3. Changes to the Master Plan could invalidate the entire system.
4. Allocation of data processing staff time to development of this project could adversely affect other projects.
5. Attempting to develop our M. I. S. system while coordinating with San Mateo County staff on the larger Master Plan project could become involved. Their Special Education staff and Data Processing staff have not yet worked together to seriously address the problem. The fact that Special Education has contracted with an outside service for student enrollment information implies a serious communication problem within their organization.

Costs:

Unavailable at this time. Cost elements to be considered include:

1. Contractual arrangement for billing of computer time.
2. Programming cost (developmental and maintenance).
3. Data entry costs.
4. Equipment costs (terminal and telephone lines).

Option 4. CONTRACT WITH AN OUTSIDE SERVICE - EDUCATION RESEARCH CONSULTANTS.

Under a contractual agreement ERC would provide a full range of data processing services relating to the Special Education M. I. S. requirements. These services would include input documents; data entry; annual student review forms; and management information reports. Initially, the processing would be done at the ERC facility in Sacramento with an inter-active capability available by September 1978.

Advantages:

1. The system appears to be very well designed. Planning and forethought are evident in the flexibility of the system. The input and reporting documents reveal a high degree of professionalism.
2. The system is being used by at least three County Schools Offices (Tulare, San Mateo, and Sonoma). It appears to be very reliable.
3. Minimal lead-time is required to get on the system. With minor modification to the input document we would be prepared to begin data collection in May 1978.
4. Minor modifications to the existing reports to accommodate our particular needs will be made at no charge.
5. All program modifications which result from changing State requirements are the responsibility of ERC. They will be contractually bound to provide the new information with no charge to us for programming costs.

6. Greg Smith, ERC's staff member responsible for this system, closely monitors new developments at the State level as they affect M. I. S. /Master Plan. The ERC staff is actively involved with new research and development aimed at keeping abreast of emerging requirements.
7. There is no major initial capital investment to be jeopardized by unforeseen requirements of the Master Plan.
8. The contract is renewable at the end of each year and ERC is open to negotiating any arrangement we wish to pursue.
9. The data files belong to the Marin County Schools Office and will be made available upon request at no cost. They include history files which will be necessary for tracking student progress.
10. One user in-service and unlimited phone contact is provided as part of the contract. Additional consulting is available for a fee.
11. The frequency and scheduling of reports is highly flexible.
12. Special programming to meet our needs can be arranged. There will be no charge if the change is minor and it benefits other users.

Disadvantages:

1. Transporting documents to Sacramento for processing may cause a problem.
2. The inter-active capability is not now operational. The September target date may be overly optimistic.
3. We do not have access to the programs and therefore must work with ERC staff to make modifications.

Costs:

Cost of the basic M.I.S. package is $2.50 per student per year.

Included in the basic package are:

1. Input documents.
2. Annual preprinted Student Review Form.
3. Two class rosters per year.
4. Two 'Pupil Counts' per year.
5. One in-service day

Additional rosters and optional reports are available for $.10 per student.

3,000 Children @ $2.50=	$ 7,500
12 Additional reports @ $300=	3,600
Contingencies	3,500
Total	$14,600

Costs:

Cost of the basic M.I.S. package is $2.50 per student per year.

Included in the basic package are:

1. Input documents.
2. Annual preprinted Student Review Form.
3. Two class rosters per year.
4. Two 'Pupil Counts' per year.
5. One in-service day

Additional rosters and optional reports are available for $.10 per student.

3,000 Children @ $2.50=		$ 7,500
12 Additional reports @ $300=		3,600
Contingencies		3,500
	Total	$14,600

RECOMMENDATION

After careful consideration of all factors it is our recommendation that we contract with Educational Research Consultants to provide us with a Management Information System for the collection and reporting of pupil information.

In arriving at this decision, special attention was given to the following factors:

Cost Effectiveness

The two types of costs to be considered are development and on-going production. If the project is done 'in-house' the development cost is relatively high and the production costs are relatively low. The investment is heavily weighted toward the first one or two years and it is, hopefully, recouped over time in the form of reduced on-going production costs. If the service is provided by an outside vendor the initial start-up costs are much lower but the long-term production costs tend to be higher. This trade-off of cost as a function of time is expressed in Figure 1.

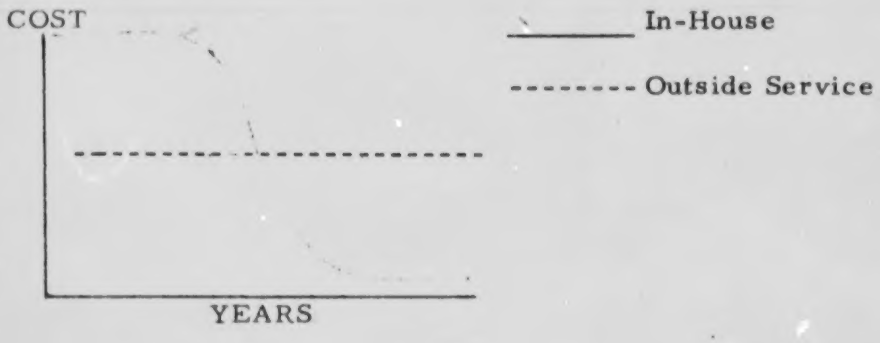

Figure 1

The point in time at which reduced production costs overcome the initial investment in development depends on a number of variables. Key among these is the amount of time spent on program maintenance and modification after the system has been implemented. Obviously the less time spent on changing programs the sooner the 'in-house' system will begin to pay for itself.

In applying this type of analysis to the current project it becomes clear that the long-term system requirements are too ill-defined to be the basis for a decision which relies on future stability to recover the initial investment in development.

Options for the Future

A second major consideration was to select an alternative that would provide the greatest number of options for future growth.

Again, the relatively high investment in developing an 'in-house' system requires that we stay with that system (or some modified form of it) or suffer a heavy financial loss. Similarly, the outright purchase of an existing system for use 'in-house' commits us to that system well into the future.

By contracting with an outside service, specifically ERC, we have the following options available to us:

1. Continue to contract for the service on an annual basis.
2. Purchase ERC's programs for use 'in-house'.

3. Contract with ERC while we develop an 'in-house' system. Then terminate the contract and take possession of the data files.
4. Contract with ERC until a better system is available.

There is implicit in this entire discussion the essential question of the reliability and worth of the product. The cost analysis, in particular, starts with the premise that ERC's system is at least as useful to management as any system to be developed 'in-house'. While certain qualitative differences will exist, on balance, the two would have to be considered comparable in their ability to satisfy user needs.

SERVE

SPECIAL EDUCATION REVIEW VERIFICATION EVALUATION

MANAGEMENT INFORMATION SYSTEM

1. **TRANSACTION:** 1= New Enrollment 2= Changing Data

2. **STUDENT LAST NAME** **FIRST NAME** **MIDDLE**

3. **BIRTHDATE** month, day, year

4. **SEX** 01=Male 02=Female

5. **PARENTS** 01=Natural 02=Foster 03 = Other

6. **PARENT NAME OR GUARDIAN** Last name, space, first name, space, middle initial

7. **STREET ADDRESS** Abbreviate to 20 positions

8. **CITY AND STATE**

9. **ZIP CODE**

DISTRICT AND SCHOOL OF RESIDENCE

10. **DISTRICT NAME**.......

11. **DISTRICT NUMBER**......

12. **SCHOOL NAME**........

13. **SCHOOL NUMBER**.......

14. **ETHNIC GROUP**
- 01=Spanish Surname
- 02=White
- 03=Black
- 04=Asian
- 05=American Indian
- 06=Filipino

15. **PRIMARY LANGUAGE OF THE HOME**
- 01=English
- 02=Spanish
- 03=Chinese
- 04=Portugese
- 05=Vietnamese
- 06=Other (Specify ______________)

16. **GRADE LEVEL: USE AS IF IN REGULAR PROGRAM**

Examples:
- PS=Post Hi. School
- 07=Grade 7
- PR=Preschool
- 10=Grade 10
- KI=Kindergarten
- 11=Grade 11
- UN=Ungraded

17. **REFERRAL DATE** month, day, year

18. **PRIMARY HANDICAP**....

19. **PROGRAM:** (include all services)
- 1 = District
- 2 = County

20. **IS THERE A WRITTEN INSTRUCTIONAL PLAN FOR THIS PUPIL ADOPTED BY A&D MEETING?**
01 = Yes 02 = No...

21. **PUPIL EDUCATIONAL NEEDS**
(List In Instruction Plan Sequence)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

22. **PARENT DECISION:**
- 01=Approve Placement
- 02=Appeal Placement
- 03=Decline Placement
- 04=Request Added Review

23. **PARENT ATTENDED THE A&D MEETING?**
- 01=Yes
- 02=No

24. **PLACEMENT BY:**
- 01 = A&D
- 02 = SPECIAL ED. ADMIN.

25. **PROGRAM ENROLLMENT** month, day, year

DISTRICT AND SCHOOL OF PLACEMENT

26. **DISTRICT NAME**......

27. **DISTRICT NUMBER**......

28. **SCHOOL NAME**........

29. **SCHOOL NUMBER**.......

30. **FACILITY PLACED IN**.......
- 01=Specially Designed Special Class
- 02=Specially Designed Regular Class
- 03=Regular Classroom
- 04=Portable Classroom
- 05=Other
- 06=Van

31. **INTEGRATION:** (Avg. Min./Day) (Special Class only)
- Instruction
- Nutrition
- Transportation
- Recreation

Total Integ Min./Day

Total Min./School Day

32. **TRANSPORTATION**...
- 01=Co. Contracted
- 02=Dist. Provided-Regular
- 03=Dist. Provided-Special
- 04=Parent Provided
- 05=None Provided
- 06=Dist. Contracted

33. **NEXT REVIEW DATE** month, year

34. Signed ______________________________
SAT/EAS Chairperson Telephone month, day, year

DISTRIBUTION:
WHITE — M.I.S.
CANARY — M.I.S.
PINK — PARENT
G'ROD. — CUM FOLDER

35. **DATE OF LAST COMPLETE ASSESSMENT** month, day, year

Educational Research Consultants, 1977 (Revised 4/1/78)

ITEM
18. ***PRIMARY HANDICAP**

LEARNING HANDICAPPED
11 LEARNING DISABILITIES
12 BEHAVIOR DISORDERS
13 EDUCATIONALLY RETARDED

COMMUNICATIVELY HANDICAPPED
21 DEAF
22 DEAF/BLIND
23 SEVERELY HARD OF HEARING
24 SEVERELY LANGUAGE HANDICAPPED INCLUDING APHASIC
25 LANGUAGE AND SPEECH (In Regular Class)

PHYSICALLY HANDICAPPED
31 BLIND
32 PARTIALLY SEEING
33 ORTHOPEDICALLY HANDICAPPED
34 OTHER HEALTH IMPAIRED
35 PREGNANT MINOR
36 DRUG DEPENDENT

SEVERELY HANDICAPPED
41 DEVELOPMENTALLY HANDICAPPED
42 TRAINABLE RETARDED
43 AUTISTIC
44 SERIOUSLY EMOTIONALLY DISTURBED

ITEM
19. ***PROGRAM PLACEMENT OPTIONS**

100 NOT ELIGIBLE
200 NOT ELIGIBLE. MODIFY REGULAR PROGRAM

101 WAITING LIST
102 MOVED FROM COUNTY
103 MOVED WITHIN COUNTY
104 MOVED - ADDRESS UNKNOWN
400 RESOURCE SPECIALIST/LDG
500 RETURN TO REGULAR PROGRAM
600 REFER TO EAS
700 SPECIAL DAY CLASS
800 NON-PUBLIC SCHOOL
900 STATE SCHOOL
997 NEEDS ADDITIONAL SERVICES
998 GRADUATED
999 OTHER ______________________

ITEM
19. **DESIGNATED INSTRUCTION AND SERVICES**

310 Language and Speech
320 Audiological Services
330 Mobility Instruction
340 Supplementary Instruction - Other
341 Supplementary Instruction - Hearing
343 Supplementary Instruction - Vision
350 Home and Hospital
360 Adaptive Physical Education (Remedial P.E.)
370 Specialized Driver Training
380 Career Preparation, Work Study, Occupational Training
392 Counseling and Guidance
393 Psychological Counseling
394 Parent Education

ITEM
21. ***PUPIL EDUCATIONAL NEEDS**

BASIC SKILL AREAS

SELF—HELP SKILLS
010 Feeding/Eating/Drinking
020 Manual Skills (Blind)
030 Toileting
040 Grooming
050 Dressing/Undressing
060 Mobility (Blind)
070 Visual Efficiency (Partially Sighted)

READING
110 Readiness
120 Decoding
130 Oral Reading Skills
140 Comprehension
150 Study Skills
160 Purpose and Value of Reading
170 Practical Reading

COMMUNICATION SKILLS
210 Non-Oral Language
220 Oral Language
230 Language Development
240 Written Language

300 REASONING

350 OTHER ACADEMIC SKILLS

COMPUTATION SKILLS
410 Math Readiness
420 Basic Math
430 Practical Math

PERCEPTUAL MOTOR COORDINATION
510 Gross Motor
520 Fine Motor
530 Orientation
540 Mobility (Blind)
550 Wheel Chair Use

HEALTH AND HYGIENE
610 Physical Health
670 Mental Health

SELF CONCEPT
710 Self-Identification/Body Parts
720 Self-Confidence
730 Needs and Interests
740 Personal Values

COMMUNITY ADJUSTMENT
810 Relations With Others
820 Social Skills
830 Family Life
840 Classroom Behavior
850 Safety
860 Recreation/Leisure Skills
870 Independent Living Skills

VOCATIONAL AND CAREER DEVELOPMENT
910 Pre-Vocational
920 Career Development

APPENDIX K

CONTRACT AGREEMENT
BETWEEN THE MARIN COUNTY SCHOOLS OFFICE
AND EDUCATIONAL RESEARCH CONSULTANTS

APR 13 1978

April 10, 1978

Mrs. Arline Zerkel
Consultant, Management
 Information System
Marin County Schools Office
201 Tamal Vista Boulevard
Corte Madera, CA 94925

Dear Mrs. Zerkel:

Enclosed is Page 2 of our proposed agreement which was inadvertently omitted when assembled for mailing. Also for your reference for budgetary purposes our fees may be allocated between labor and material in the following manner.

OPTION	LABOR	MATERIAL	COMBINED
A	$2.00	$ .50	$2.50
B	2.00	2.00	4.00
C	3.00	2.00	5.00
D	2.00	.50	2.50
E	.08	.02	.10
F	.20	.05	.25
G-J	.08	.02	.10

Sincerely,

Gregory L. Smith

Gregory L. Smith, M.A.
Executive Director

EDUCATIONAL RESEARCH CONSULTANTS, INC.

4436 engle road • sacramento, california 95821 • phone (916) 483-6417

"SERVE" - MANAGEMENT INFORMATION SYSTEM

We agree to provide consulting services for the following activities during the time span of May 1, 1978-April 30, 1979

OPTION A: Management Information System Only

To establish a student tracking system which shall supply pupil evaluation data requirements indicated by state and federal requirements in PL 94-142 and AB 1250 (E.C. 1247 signed October 1, 1977).

To utilize computer programs and processing to accommodate state and federal reporting requirements.

To provide a data input form "SERVE" that may be completed at the conclusion of an A&D/EAS or SAT meeting in order to enter students on the system as well as to make changes regarding student data.

To print and make available to the unit one special education review per pupil in order to record annual reevaluation of pupil progress and update the pupil data. (Pre-printed form optionally available)

A. STUDENT ROSTERS

To program and maintain computer programs in order to generate student rosters including:

a. Student rosters according to district and school of placement.

b. Student rosters of students in county operated programs. (county only)

c. To provide student rosters semi-annually to assure quality control and accuracy prior to pupil count reporting requirements.

B. PUPIL COUNT

1. To maintain and provide accurate pupil count data including age, ethnic, handicap classification, and program categories.

2. To provide pupil count reports* for October 1 and February 1 reporting to state and federal levels.

*based on pupil data recorded on the system

C. EVALUATION REQUIREMENTS

1. To generate program documentation and reports to meet state and federal requirements as specified in PL 94-142 and AB 1250 and delineated in subsection B.

2. To provide evaluation reports including:

a. Students by instructional setting: an unduplicated count of pupils by exceptional type, age and instructional setting.

b. Ethnic representation: an unduplicated count of pupils by exceptional type, and ethnic representation.

C. EVALUATION REQUIREMENTS (continued)

2. c. Transfer information: an unduplicated count by instructional setting as well as students transfered in and out of special education programs.

3. To update the Management Information System based on pupil data recorded on the system, regarding changes in evaluation requirements, required by the California Master Plan for Special Education and PL 94-142.

4. To provide consultation to the unit regarding new management information system applications and to serve a liaison function between the unit and the State Department of Education when designated by the Administrator of Special Education.

D. PUPIL PROGRESS REVIEW

1. To generate a Pupil Progress Review form to be available in advance of the scheduled review date or upon demand.

2. To provide student identification data as submitted, pre-printed by computer on Pupil Progress Review forms in order to limit the amount of paperwork required at the unit level.

3. To provide previous decisions and current program summation on Pupil Progress Review form.

4. To provide four copies of the Pupil Progress Review form in order to accommodate parent, teacher, and school record data requirements.

E. INSERVICE INSTRUCTION

1. To provide instruction, on site, to program managers, program specialists, and other management members to disseminate information necessary for staff informational presentations on management information system generation and utilization.

2. To provide information during inservice training in order to facilitate user understanding of the system forms and their use, and to insure accuracy of data input.

3. To provide inservice instructors who are knowledgable of federal PL 94-142 and California Master Plan requirements.

4. To provide a maximum of eight hours, not to exceed two different dates, of inservice training, including individual educational plans if also contracted.

"SWIP - INDIVIDUAL EDUCATIONAL PLANS

OPTION B: Individual Educational Plans Only

To generate an individual education plan for each special education student from actual test data and teacher evaluations utilizing a pre-printed form developed by Educational Research Consultants.

To provide an individual educational plan from information provided at the conclusion of the Admission and Discharge Committee/EAS or SAT where pupil goal priorities have been determined.

OPTION B: (continued)

To provide an individual educational plan including long term goals, short term measurable objectives, instructional activities, and identification of other areas in order to meet requirements stipulated by PL 94-142 and Title 5* regulations.

To prepare an individual educational plan which provides for the A&D/EAS/SAT to be able to establish evaluation criteria and specify additional objectives and activities not included in the program plans.

To provide three copies of the individual educational plan in order to accommodate dissemination of teaching staffs, pupil records, and parents.

* Administrative Code: Title 5 Regulations, Individual Protections, May, 1977.

A. PUPIL PROGRESS REVIEW

1. To generate a Pupil Progress Review form to be available in advance of the scheduled review date or upon demand.
2. To provide student identification data as submitted, pre-printed by computer on Pupil Progress Review forms in order to limit the amount of paperwork required at the unit level.
3. To provide previous decisions and current program summation on Pupil Progress Review form.
4. To provide three copies of the Pupil Progress Review form in order to accommodate parent, teacher, and school record data requirements.

B. INSERVICE INSTRUCTION

1. To provide instruction, on site, to program managers, program specialists, and other management members to disseminate information necessary for staff informational presentations on individual education plan generation and utilization.
2. To provide information during inservice training in order to facilitate user understanding of the system forms and their use, and to insure accuracy of data input.
3. To provide inservice instructors who are knowledgable of federal PL 94-142 and California Master Plan requirements.
4. To provide a maximum of eight hours, not to exceed two different dates, of inservice training, including management information system if also contracted.

N COUNTY SCHOOLS OFFICE AGREES:

A. To cooperate in providing input to the consulting staff in the development of a management information system and individual educational plan program.

MARIN COUNTY SCHOOLS OFFICE AGREES: (continued)

B. To pay all freight charges to Sacramento for data processing.

C. To provide clerical and management support staff to screen and correct all data input forms and forward the data to Sacramento for processing. The staff shall also provide ongoing liaison with school districts and county staff.

D. To pay the duplication costs for all data input materials.

E. To pay the annual per pupil charge based on the services on Option(s) A, E, G, I, of the attached Budget Schedule, for the period of 1978 - 1979 school year. (Specify frequency of optional reports.)

F. Charges to be billed monthly based on each new pupil added to the Management Information System or Individual Educational plan generated during the previous month and due within 30 days of billing date.

Thank you for the opportunity to present this proposal.

Sincerely,

Gregory L. Smith
Gregory L. Smith, M.A.
Executive Director

Vicki L. Brummel
Vicki L. Brummel, M.A.
Consulting Coordinator

NOTE: Additional specifications listed on attached addendum.

ADDENDUM

Educational Research Consultants will modify computer programs and data input and review formats to reflect the following pupil data:

1). Pupil educational needs will include three digit code presently utilized in Marin County.

2). Last date of complete psychological assessment and three-year notification on pupil progress review when required.

3). Pupil progress review form will be modified to reflect percentage of needs completion.

All pupil data remains the property of Marin County Schools Office and Educational Research Consultants will maintain confidentiality of student data as directed by same. All printouts of student data will be sent to the Marin County Schools Office.

In addition to the processing of pupil data on a batch basis per this agreement, Educational Research Consultants will have the ability to process data via computer terminal by September, 1978 or before. If Marin County Schools Office should wish to install such a system this agreement shall be null and void and a new agreement negotiated to reflect the new method of processing pupil data.

BUDGET SCHEDULE

OPTIONS	SERVICES INCLUDED	PER PUPIL CHARGE
A	MANAGEMENT INFORMATION SYSTEM - "SERVE" 1. October and February 1 Pupil Counts 2. Semi-annual pupil rosters: Listing by program, school, district of placement Listing of county operated pupils (county only) 3. Annual Pupil Progress Review 4. Inservice Instruction Review	$2.50/year per each pupil added to system
B	INDIVIDUAL EDUCATIONAL PLAN ONLY - "SWIP" 1. Plan generated from prioritized needs and individual test scores recorded on single page input form. 2. Annual Pupil Progress Review 3. Inservice instruction	$4.00/plan per each plan prepared
C	COMBINED Management Information System and Individual Educational Plan as in A&B above	$5.00/year per pupil added to system
D	Individual Educational Plan (In addition to County Management Information System contracted for with Educational Research Consultants)	$2.50/plan in addition to Option A services (county contracted)
	ADDITIONAL OPTIONAL SERVICES:	
E	Pre-printed Pupil Progress Review form	.10/pupil
F	Printout of all individual pupil data on file	.25/pupil
	STUDENT ROSTERS:	
G	Increased frequency of either roster in Option A	.10/pupil listed

(continued on next page)

H	Listing by program, school, district of residence	.10/pupil listed
I	Listing of all pupils currently receiving special education services	
J	Listing of all pupils no longer receiving special educational services, or referred but not eligible for program.	

SPECIAL REPORTS:
May be developed and prepared based on individual unit needs

SCHEDULE FOR PAYMENTS:
Billable monthly at the rate of options specified in budget schedule. Optional services may be requested by letter authorizing amendment to this agreement.

The above discussion of services meets with my approval and our intent is to utilize the services as specified below.

Desired Option(s)	Not To Exceed (See Attachment)	Frequency
A	$ 7,500	As scheduled
E	$ 300	Next review date or upon demand
G	$ 900	Three additional reports-June 30, 1978, and two reports to be mutually scheduled.
I	$ 900	Three additional reports-June 30, 1978, and two reports to be mutually scheduled.
TOTAL:	$ 9,600	

Authorized Signature

Marin County Schools
Agency

4/21/78
Date

DESIRED OPTIONS

Indicating Maximum Amounts Not To Be Exceeded Without Prior Written Authorization

		LABOR	MATERIALS	TOTAL
Option A.	M. I. S. SERVE 3,000 pupils @ $2.50 ($2.00 labor, $.50 materials)	$6,000	$1,500	$7,500
Option E.	Pre-printed Pupil Progress Review Form @ $.10 per pupil x 3,000 pupils ($.08 labor, $.02 materials)	240	60	300
Option G.	Student Rosters @ $.10 per pupil ($.08 labor, $.02 materials) x 3,000 pupils x 3 additional reports - June 1978, November 1978, March 1979	720	180	900
Option I.	Listing of all children currently receiving special education @ $.10 per pupil x 3,000 pupils x 3 additional reports - June 1978, October 1978, February 1979	720	180	900
		$7,680	$1,920	$9,600

APPENDIX L

MARIN COUNTY MANAGEMENT INFORMATION SYSTEM PROCEDURAL GUIDE - SEPARATE VOLUME

APPENDIX M

INSTRUCTIONS FOR COMPLETION OF SPECIAL EDUCATION REVIEW, VERIFICATION AND EVALUATION (SERVE) FORM

SERVE

SERVE is used:

1. To initially place the student's record in the computer; or
2. To change data that does not require an SAT/EAS meeting.

For students currently enrolled in special education programs, forms will be filled out during May 1978.

For new students forms will be filled out at the time of the initial SAT/EAS placement meeting.

DIRECTIONS:

1. Fill out one SERVE form for each child in Special Education. NOTE: If a child is to be dismissed and will not be receiving special education services in the fall 1978, do not fill out a SERVE form for him.

2. Distribute the copies of SERVE:

   White and canary to: Arline Zerkel
   M. I. S. Consultant
   Marin County Schools Office
   201 Tamal Vista Blvd.
   Corte Madera, CA. 94925 BY MAY 31, 1978

   Pink to parent. (Districts should determine the procedure to be used.)

   Goldenrod in the child's cumulative folder.

   NOTE: The white copy will be returned after data processing to the administrator for placement in the child's permanent file.

HOW TO FILL OUT THE SERVE FORM

The SERVE form is used to gather student information for the Management Information System.

Item Number	
1. *Transaction:*	Enter code 1 if new enrollment. Enter code 2 if any data previously reported is being changed.
2. *Student Name:*	Enter last name, first name, and middle initial of student. Enter as many letters as possible.
3. *Birthdate:*	Enter birthday as numbers, for example: 01/10/62 would be entered for January 10, 1962.
4. *Sex:*	Enter appropriate code for sex.
5. *Parents:*	Enter appropriate code.
6. *Parent Name:*	Enter full last name, space, first name, space, and middle initial. Abbreviate first name if necessary to fit the 20 positions.
7. *Address:*	Abbreviate to 20 positions, leaving 1 space between words and numbers if possible.
8. *City/State:*	Abbreviate to 20 positions, leaving 1 space between words, if possible.
9. *Zip Code:*	Enter zip code number.
10. *District Name:*	Enter district name of residence, abbreviate if necessary.
11. *District Number:*	Enter three digit district code number of residence from County assignment code list.
12. *School Name:*	Enter School Name of residence, abbreviate if necessary. As part of the school name, indicate whether elementary (ele.), junior high (j.h.), or high school (h.s.).
13. *School Number:*	Enter three digit school of residence code number, by taking the last three numbers of the code from the California Public School Directory.
14. *Ethnic Group:*	Enter most appropriate ethnic group based on student's last name.
15. *Primary Language:*	Enter primary language of the home.
16. *Grade Level:*	Enter two digit grade level code appropriate for the student, based upon chronological grade level.
17. *Referral Date:*	Enter referral date in numbers. For recording information on students continuing in program from last year, enter the first day of school for this school year.
18. *Primary Handicap:*	Refer to primary handicap codes on the back of the SERVE form for appropriate code. Enter two digit code, denoting appropriate classification for student. For example, a student receiving Remedial P.E. may be Other Health Impaired, code 34. For a student receiving more than one special education service, enter the primary handicap.
19. *Program:*	Enter a 3 digit code for the special education programs a student is to receive. Refer to the Program Placement Options codes located on the back of the SERVE form for appropriate codes. If more than one type of program is provided to the student, enter additional codes below the first one entered with most restrictive program first. Indicate for each

	program, whether it is a county or district operated program. For a student not placed in special education programs, indicate reason. For example, Not Eligible, code 100, or Waiting List, code 101. Always list all programs the pupil is currently enrolled in.
20. *Written Intructional Plan:*	Enter appropriate code to indicate whether an individualized educational program has been written and approved for this student.
21. *Pupil Educational Needs:*	Refer to Pupil Educational Needs codes on the back of the SERVE form for appropriate codes. Enter all codes which relate to the educational needs for this student in the same sequence they are listed on the Individualized Educational Plan.
22. *Parent Decision:*	Enter appropriate code to indicate parent decision regarding placement.
23. *Parent Attendance:*	Enter appropriate code to indicate whether parent/guardian/surrogate attended meeting.
24. *Placement By:*	Enter appropriate code to indicate whether an Admission and Discharge Committee recommended placement, or the Special Education Administrator placed the student because the student had previously been in special education programs and transferred into the district.
25. *Program Enrollment:*	Enter the date in numbers, which is projected for placement in program.
26. *District Name:*	Enter district name of placement, abbreviate if necessary.
27. *District Number:*	Enter three digit district code number of placement from County assigned code list.
28. *School Name:*	Enter school name of placement, abbreviate if necessary. As part of the school name, indicate whether elementary (ele.), junior high (j.h.), or high school (h.s.).
29. *School Number:*	Enter three digit school code number of placement by taking the last three numbers of the code from the California Public School Directory.
30. *Facility:*	Enter the appropriate code to indicate the type of facility where the student will receive services.
31. *Integration:*	Enter the code for yes or no as to whether the student will be integrated with regular education students in the four areas. Nutrition generally is interpreted as lunch, transportation as riding the bus, and recreation as recess.
32. *Transportation:*	Enter the code to indicate the type of transportation the student will use.
33. *Review Date:*	Enter the month and year of the date that the student should be reviewed. Current regulations require at least an annual review of each student.

APPENDIX N

TABLE 1: RANDOM SAMPLE OF HALF THE STUDENTS IN EACH CLASS IN EACH SPECIAL EDUCATION PROGRAM CLASSIFICATION TO DETERMINE PRACTICUM OUTCOMES

TABLE 1

RANDOM SAMPLE OF HALF THE STUDENTS IN EACH CLASS IN EACH SPECIAL EDUCATION PROGRAM CLASSIFICATION TO DETERMINE IF EIGHTY PERCENT OF THE STUDENTS ACHIEVED SEVENTY-FIVE PERCENT OF THE OBJECTIVES SET FOR THEM INDIVIDUALLY IN THE 1977-1978 SCHOOL YEAR

PROGRAM CLASSIFICATION: SEVERELY HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area																						Percent of Objectives Achieved by Ss Sampled
		Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
1 DCH	1			2		4	1					1		2		2		1		2		5	1	71.4
	2			2		4										1	1			2		4		92.9
	3	1	1	1		3	1					2	1		2	1					1	3	1	66.7
	4	4	1			2	1					2		3		2		1		1		4		90.9
2 DCH	5			3		4						2	1	1	2		1					5	2	76.2
	6			2		2	1					2		2	2	3		1		2		3		85.0
	7	2	1	2		2						1	2	2	1	1				3		4		81.0
	8	4	1	2		2						3	1	1	3	1		1		1	1	3	1	72.0
	9			2		3						2		2	1	1				2		4	1	88.9
3 DCH	10	2				3							1	2						1				88.9
	11	1				2								3						2				100.0
	12	3		1		2	1					2		1						1	1			83.3
	13	5	2			3								4						2				87.5
	14			1		3						1		2	1			1		2				90.9
4 DCH	15	1	2			3						2		2						3	1			78.6
	16			2		4						1			1					2				90.0
	17	2	1			2						2		2						1	1			81.8
	18	3	1			1	1							3						2				81.8
	19			1	1	3						1		2						2				90.0
5 DCH	20			2		3						2		2				1		2				100.00
	21			1	2	2						2	1		1			2			1			58.3
	22	6	1	1	1	2							1	2						2	1			81.3
	23	2	2	2	1	2	1					1	2	1				1		1				62.5
6 DCH	24	5	2	2		2								2						4	1			83.3
	25	4	1	1		2						1		2	1				1	2				80.0

DCH means Development Center for the Handicapped

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: SEVERELY HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area																						Percent of Objectives Achieved by Ss Sampled
		Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
6 DCH(cont)	26	2		2		3						3		2						2	1			92.9
	27	6	2		1	1	2							3	1				1	3	1			61.9
	28	5	3	2		3	2					2	1	2	1					2				73.9
7 DCH	29	2	1	3		4						3	1	2						3				89.5
	30	3	1	2		2								4	2			2		1	1			77.8
	31	2	3	1	1	4	1							3	1					2				66.7
	32	3				3								2				1		3	1			92.3
	33	2	2	1		3								2	2					2	1			66.7
8 Aut	34			2		3	1					3			4	3				5	1			77.3
	35	2		3	1	4	2					2	1		3			1		6	2			77.8
9 Aut	36	2		3		4						2			2					9	1			95.7
	37	1		4	1	2	1					3			1	1		1		8				87.0
10 Aut	38			10	3	10	2					3								6	1	2	1	81.6
	39			7	1	4	2					4	1							5	2	1		77.8
11 TMH	40	2		1		6						3	1		4	1	2			7	2	2		87.1
	41	3			1	5	2					2	2		3	2	2	1		6	3	2	1	65.7
	42			1		6	1					5	1		3		3	1		7	2	3		84.8
	43			2		7	2					5			2			1		8	1	1	2	83.9
	44			1		6	1					4	1		3		2	1		8	3	2	1	75.8
12 TMH	45	2		2		4						3			4			1		4		1		100.0
	46	1	2	3		5	1					4	1		5					3				84.0
	47	1	1	2	1	4	1					2	1		2	2				4		1		72.7
	48	2		4		3	1					3			4					3				95.0
	49	2				4						1	2		4					3	1			82.4
	50	1		3	2	5						4	2		3	1				2	1	1		76.0

Aut. = Autistic TMH = Trainable Mentally Handicapped

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: SEVERELY HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area																						Percent of Objectives Achieved by Ss Sampled
		Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
13 TMH	51	2		3	2	4						2		2		1				4		1		90.5
	52	3	1	2		4	1					1		2				1		3				88.9
	53	1		3		3	1					3	1	3		1		1		5	1	1		87.5
	54			2		5	2					3		1	1	1		2		4		2		87.0
	55	3		3	1	4	1					2	2	3	1					5		1		84.0
14 TMH	56			3		7	2					4		5	1	2				6	2			84.4
	57	2		4		3	3					1	1	3		1				5	1			79.2
	58			2		5						2		2	1					7	2			85.7
	59	2				4						3		3	2					4	2			80.0
	60			3		3	2					2		5	2					6	1			79.2
15 TMH	61			1		3						1	2	5	1			1		8	1	2		84.0
	62	3	1	1	1	6						4	1	2		1				4	4		1	75.9
	63	1		2		5	2					2		4	1					5	2			79.2
	64	2		3	1	4	3					3		5	1			1		7	2	1		78.8
	65			2		5						2		2	3	2				6	2			79.2
16 TMH	66	1		2	2	3	2					1	2	3						5	1			68.2
	67			3		6	1					2	1	2	1					3				84.2
	68	2		3	1	7	3					3		2						8	1			83.3
	69	1		2		4	2					2			1		1			6	2	1		81.8
	70		2	2		6	2					2		2						7	1			79.2
17 TMH	71	2		3	2	5	1					1	1	2						4	2	1		75.0
	72			1	2	1	4					1	2	2						5	2	2	1	52.2
	73	3	1	2		4	2					2		3						5		2		87.5
	74			4	1	6						3				2		2		7		2		96.3
	75		1	2		5	2					2	2	4		1				7		1	1	78.6

TMH = Trainable Mentally Handicapped

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: SEVERELY HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area																						Percent of Objectives Achieved by Ss Sampled
		Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/ Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
18 TMH	76			2		5						4	2	4				1		3	1			86.4
	77	1		3	1	2	2					2	1	3						6	2			73.9
	78			2	1	4						2		4						5				94.7
	79			2	2	6	1					3		5						7	1			85.2
19 TMH	80	1		3		5	1					2	2	3	1					5	2	1		76.9
	81	2		4								3		4	2					4	1			85.0
	82	1		2		1	3					1		3	2					5	1			68.4
	83			4	1	4	1					3		3						6		1		91.3
		PROGRAM CLASSIFICATION: COMMUNICATIVELY HDCPED.																						
20 S/L	84			7	1	9	2					7	1							6	2			82.9
	85			6		13	4					3								8				88.2
	86			3		8	3					4		4	1	2	1			3				82.8
	87			5		10	3					4	1	2						5	2			81.3
21 S/L	88	1		3		11	4					2	2	3		1				4				80.6
	89			4	2	9	2					5		2						1	2			77.8
	90			2	2	10	3					3	1							3				79.2
22 S/L	91			4		12	5					1		3						4	1			80.0
	92			8	3	9	2					6	2	2						5				81.1
	93			5	1	8		2				3								2				95.2
23 S/L	94			4	1	11	5					4								7				81.3
	95			9	1	13	2							2	1					3				87.1
24 S/L	96			2		7	4					5	2	4	1	1				8	3			72.2
	97			5	1	12	3					3		7	2					6	2			80.5
	98			3		8	1					4	1							4				90.5

TMH = Trainable Mentally Handicapped S/L = Speech/language (Aphasia)

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: COMMUNICATIVELY HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area																								Percent of Objectives Achieved by Ss Sampled
		Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
25 D/B	99			5	1	7	1					4	1	2	1	2		1		8	4			78.4
	100			9	3	8	2					5	1	1	3	3	2			11	3			72.5
	101	7	2			8	3							2	1					9	2			76.5
26 H. H.	102	3	1			6	3							5	2					2				72.7
	103	2				7	3							2						5	1			80.0
	104					5	2							3	1					4				73.3
27 HH	105			2		8	2					4	1	3						3				87.0
	106			5	2	12	3	2				2								6				83.3
28 HH	107			3		9	2							2	1					8				88.0
	108			3	2	5	4					3	1	3						7	2			70.0
29 H.H.	109			2		7	2	1								2				4				88.9
	110			4	2	11	2					4	2	7	1					2				80.0
	111			1	2	6	1					3		5						1	1			80.0
30 H. H	112			5	1	9	3					3	3		2					2	5			63.6
	113			5	2	7	2					2	1	6	1					4				80.0
	114			7	1	10	2					3		2						7				90.6
31 H. H.	115			3	1	6	1					4		6						3	1			80.0
	116			4	1	6	2							7	2					4				84.0
	117			5		9	1					5	2	3						1	1			85.2
32 H. H.	118			3	1	7						3								8	2			87.5
	119			8		6	3					4		5						3	1			86.7
	120			5		10	1	2				6								9	1			94.1
33 H. H	121			3	1	9	2							5	2	1			1	3				77.8
	122			4	2	6						3		6	1	3				4				89.7
	123			1	2	7	2					2	2	4	1			1		5	2			69.0

D/B = Deaf/Blind H/H = Hearing Handicapped

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: COMMUNICATIVELY HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area: Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		Percent of Objectives Achieved by Ss Sampled
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
34 H.H.	124			5	2	7		1		3		2						4		2		2		92.9
	125			3		5	1					4						2		1				93.8
	126			2		6				1								1						100.0

PROGRAM CLASSIFICATION: LEARNING HANDICAPPED

Class No. and Type	Student(s)	Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		Percent of Objectives Achieved by Ss Sampled
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
35 EH	127			3		5		1		2		4		2		2		1		6	1			96.3
	128			3		2	2					3		1	1					4				81.3
	129			3	1	2						2	1			2				2				84.6
	130			2	1	4						3	1	3						2	1			82.4
36 EH	131			3		6	1					4	1	1						2				88.9
	132			4	2	5	1					3				3				5	1			83.3
	133			3		7				2		4	1							3				95.0
	134			5		4				1						2				1	2			86.7
37 EH	135			2		3	1					3				2								90.9
	136					3				4		4	1							3	2			82.4
	137			6		2						4						1		2				100.00
	138			3						2						4	1	1		6	1			88.9
	139					3						7	2							4	2			77.8
38 EH	140			4		2	2					2	1							3	2			68.8
	141			4	1	5	2									2				5				84.2
	142			5	3							5								3				81.3
	143			2		3						2	2							4	1			78.6
39 EH	144			4	1	7	3					5	1			1				5				81.5
	145			3		3						2	1							4	1			85.7
	146			5		9	2					6	2			1				2	1			82.1

H/H = Hearing Handicapped EH = Educationally Handicapped

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: LEARNING HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area																						Percent of Objectives Achieved by Ss Sampled
		Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
39 EH cont.	147			3	1	4						5		2	1	1	1			3				85.7
	148			4	1	6	2					2		3						3				85.7
	149				2	7	2					3		5	1	2				4	2			75.0
40 EH	150			6		2		1		3	1	3		1		2				4	1			91.7
	151			3	1	2				2		2				2		1		2	2			82.4
	152			4						2		4	2							5	1	2		85.0
	153			2		5	1			2		2				1				3				93.8
	154			5		4	2				2	3	1			1	1			1	3			60.9
	155			4	1	2				2		1				2				3		2		94.1
41 EH	156			3		6	1			2		5	1			3	1			4	1			85.2
	157			4		3				2		4	1	1						3		1		94.7
	158			3		3	1			1		2		4						5	3	1		82.6
	159			1	1	4	2			2	1	5	3	3		2				2	1			70.4
42 EH	160					3				2		3				2				4				100.0
	161			3	1	7	2					2	1			4					1			76.2
	162					8	3	1		1	1	2				1	2			7	1			74.1
	163					5	1	1				6								3	1			88.2
43 EH	164			7	1	9	2			3		5	2											82.8
	165			3		3	1									4	1			3				86.7
	166			3		4	1					3	1							2	1			80.0
	167			1	2	3						4	1							6	1			77.8
	168			4		2						4	2			1				4				88.2
44 EH	169			2		6	1					2				3				4	2			85.0
	170			5	1	3				2		2	2											80.0
	171			3		5	2					5	1			2	1			2	3			70.4

EH = Educationally Handicapped

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: LEARNING HANDICAPPED

Class No. and Type	Student(s)	Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		Percent of Objectives Achieved by Ss Sampled
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
44 EH (cont	172			8	2	4	1			2		3		5	2	3		1		4	1			83.3
	173			3		6		2				3	3	2	1	2				3				84.0
	174			4	2	7	1					9	2							1				80.8
45 EH	175			6		5	1			1		5	2	4	1					5	2			81.3
	176			5	2	3						3						2	1	3				84.2
	177			2	1	4		1				4								6	2			85.0
	178			4	2	3	1					2	2							5	1			70.0
46 EH	179					6						4								4	2			87.5
	180			3	1	2				2		3				2		1		4	1			89.5
	181			4	2	7	2					3	1			2	1			5	2			72.4
	182			5	1	2						4		2		3	1			3	1			86.4
47 EMR	183	2		5	2	6	1					7	2	3	1	1				5				82.9
	184			4		9	2					3		2	1					4				88.0
	185	1		2	3	6	3					3	1	2		1	2			4	2			63.3
	186	1		3		8						4	1	2						4				95.7
	187			3		7	2					2	2	3						4	1			79.2
48 EMR	188			2	1	8						3	1	4										89.5
	189			6	2	5	3					4		3	1					7	2			75.8
	190			3	1	9	2					5		2						3				88.0
	191			4	2	7	2					3	2	1						4				76.0

EH = Educationally Handicapped EMR = Educable Mentally Retarded

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: PHYSICALLY HANDICAPPED

Class No. and Type	Objectives passed/not passed by Students in Each Basic Skill Area																							Percent of Objectives Achieved by Ss Sampled
	Student(s)	Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
49 MH	192			2		4	1					2								2				90.9
	193			1		2						2		2						1				100.0
50 MH	194	1	1			2						1		3				1						90.0
	195					1	2						1	1	1			1						57.1
	196					3		1				1								1				100.0
51 MH	197					3						2		2	1					3				90.9
	198	2				3	1					1	1	2				1						81.8
	199					1	3					3		1						2				70.0
52 MH	200					2						2		4				2		2				100.0
	201					5						2	1		1			1						80.0
	202					3						4		2	1				1	4				85.7
53 MH	203					2		1				2	1	1	1					1				77.8
	204			1		4		1				1	1	2						1	1			83.3
	205			2		2	1	1				2		1										88.9
54 MH	206					2						3		3	1			1		1				90.9
	207					4	1					3	1							3				83.3
	208					2						3		1	1			1						87.5
55 MH	209					3						1	1							2				85.7
	210					1	1							2						1				80.0
	211					2						2	1	1					1	2				77.8
56 OH	212	1		4		4	1					5	1	4		1		1		5				92.6
	213			2	1	4						3		2	2			1		6	1			81.8
	214	2		3	1	2						2	1	5	1					4	1			81.8
	215	1	1	5	2	1	1					2	1	3		2		2		3				79.2
	216			4	1	3						3		2	1					4	1			84.2

MH = Multihandicapped OH = Orthopedically Handicapped

TABLE 1 (Continued)

PROGRAM CLASSIFICATION: PHYSICALLY HANDICAPPED

Class No. and Type	Student(s)	Objectives passed/not passed by Students in Each Basic Skill Area																						Percent of Objectives Achieved by Ss Sampled
		Self Help Skills		Reading Skills		Communication Skills		Reasoning Skills		Other Academic Skills		Computation Skills		Perceptual Motor Skills		Health/Hygiene Skills		Self Concept Skills		Community Adjustment Skills		Vocational/Career Skills		
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
57 MH	217			1	2	3						1		2						2	1			75.0
	218			3		2								1	1			1		3				90.9
	219			2		2	1					2		3	1			1						83.3
58 MH	220			2		3								2						3	1			90.9
	221			1	1	3						3						2		2				91.7
	222			3		2						2		2						1				100.0
59 MH	223			1		4						1						1		3	2			83.3
	224					4	1							4						2				90.9
	225			2		2	1					1	1	1				1						77.8
60 OH	226			6	1	4	1					5	2	3	1	3	2	1		4				78.8
	227			6	4							4	3	3		4	2	1	1	7				71.4
	228			9	4	4						1		7	1	3				4				84.8
	229			5	2	2						2		2	2	4		1		3				82.6
	230			5	1	4							2	2	1	4	1	2		5				81.5
61 OH	231			9	2		1					2		4	1	5			1	3				85.7
	232			3	2	4						1		4	3					4	2			69.6
	233			2		4						4		2	1	1				4				94.4
	234					2	1					3	2		2					5	1			62.5
	235			3		2	1					3	2	3	1	2								76.5
62 OH	236	1	1	5	2	3						1	1	1	1	2		1		5	1			76.0
	237	1		3		5						2		4	2			1		2				90.0
	238	2		2	4	2						4	1	3	2	1				1	1			65.2
	239	2		2		3	1					2		4	2	1	1	1		1				80.0
	240	4		3	1	4						2	1	2	1					3	1			81.8
	241	3		3								4	1	2	1				1		1			81.3

MH = Multihandicapped OH = Orthopedically Handicapped

APPENDIX O

QUESTIONNAIRE DISSEMINATED TO TEACHERS TO EVALUATE THE BOOKLET OF OBJECTIVES

MARIN COUNTY SCHOOLS OFFICE

TEACHER QUESTIONNAIRE
Booklet of Instructional Objectives

PURPOSE AND DIRECTIONS:

The Booklet, Instructional Objectives for Individual Education Planning, was designed as a reference tool for teachers to facilitate instructional planning. Your responses to the following questions will be used to evaluate whether or not the booklet is useful to teachers in writing objectives. Please mark your response to each of the following questions.

1. Please identify your special education teaching assignment.
   Circle one: MR PH EH DC OH

2. In your opinion is the booklet a useful tool for teachers in writing instructional objectives? Yes | No

3. Is instructional planning made easier by using objectives that are already written? Yes | No

4. Is the sequencing of instructional objectives helpful? Yes | No

5. In your opinion is the cross-referencing of objectives beneficial to teachers in identifying and/or selecting objectives? Yes | No

6. In your opionion is the booklet well organized? Yes | No

7. How would you rate the organization of the booklet? (Circle one)

Outstanding	Very Good	Good	Adequate	Poor
1	2	3	4	5

8. On the following scale how would you rate the usefulness of the booklet? (Circle one)

Outstanding	Very Good	Good	Adequate	Poor
1	2	3	4	5

9. Is the booklet a useful part of the instructional planning process? Yes | No

10. Should the booklet be expanded to other basic skill and goal areas? Yes | No

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JAN 2 1979

MARIN COUNTY

SPECIAL EDUCATION

INSTRUCTIONAL OBJECTIVES

FOR

INDIVIDUAL EDUCATION PLANNING

MARIN COUNTY SCHOOLS OFFICE
VIRGIL S. HOLLIS, SUPERINTENDENT

110 READINESS

See also:
220 Oral Language
221 Auditory Perception
222 Listening
230 Language Development
233 Comprehension
234 Association
240 Written Language
111 Visual Readiness
112 Auditory Readiness
123 Sound/Symbol

Code	Objective	Content Area
110-0100	*Given letters of the alphabet in random order, the student will be able to name and sequence the letters. (CU 151-5-001)*	ALPHABET
110-0101	Given the oral direction "Say the alphabet" the student will recite the alphabet correctly. (CU 110-5-002)	
110-0102	Given all the upper case letters written in order, the student will be able to name each letter. (CU 110-5-004)	
110-0103	Given all the lower case letters written in order, the student will be able to name each letter.	
110-0104	Given all the upper case letters written out of sequence, the student will be able to name each letter. (CU 110-5-001)	
110-0105	Given all the lower case letters written out of sequence, the student will be able to name each letter.	
110-0106	Given a manipulative set of upper case alphabet letters, the student will correctly sequence the letters.	
110-0107	Given a manipulative set of lower case alphabet letters, the student will correctly sequence the letters.	
110-0108	Given the letters of the alphabet to copy, the student will correctly copy the letters.	
110-0109	Given the command "write the alphabet", the student will write the alphabet in correct order using upper or lower case as directed.	
110-0110	Given the letter names in random order and no visual model, the student will write the letters correctly, using upper or lower case as directed.	

Code	Objective	Content Area
110-0200	*When shown the basic colors, the student will be able to name the colors and write the names.*	COLOR RECOGNITION
110-0201	Given colored objects to match, the student will correctly match according to color.	
110-0202	Given the name of a color orally, the student will be able to point to that color.	
110-0203	When shown an object of one of the basic colors, the student will name the color.	
110-0204	Given blocks of the basic colors and cards with the corresponding color names, the student will be able to match the colors with the names.	
110-0205	Given the written names of the colors, the student will copy the names correctly.	
110-0206	Given the name of the colors orally, the student will write the names.	
110-0300	*Given a book, the student will be able to hold it in the correct position for reading and to turn the pages by using his right hand to turn the page from the top corner.*	HANDLING BOOKS
110-0301	Given a book, the student will be able to hold it steady while reading.	
110-0302	Given a book, the student will be able to hold it in the appropriate position.	
110-0303	Given a book, the student will be able to keep the pages clean and untorn.	
110-0304	Given a book, the student will write or color in the book only as directed.	

Code	Objective	Content Area
110-0400	*Presented with the verbal questions (1) "What is your name?" (2) Where do you live?" and (3) "What is your phone number?", the student will state his full name, address, and phone number.*	PERSONAL INFORMATION
110-0401	Presented with the verbal cue, "What is your name?" the student will answer, giving his first name without assistance. (CU 232-5-001)	
110-0402	Presented with a verbal cue, "What is your name?", the student will respond by giving his first and last name.	
110-0403	Presented with the verbal cue "Where do you live?" the student will respond by giving his street name and city.	
110-0404	Presented with the verbal cue "Where do you live?", the student will respond by giving his street number, name, city and state.	
110-0405	Presented with the verbal cue "What is your phone number?" the student will state his phone number.	
110-0406	Presented with the verbal cue, "Name the people in your family", the student will respond by naming two family members without assistance.	
110-0407	Presented with the verbal cue "How old are you?" the student will respond in gestures or words his proper age without assistance.	
110-0408	Presented with the verbal cue, "Are you a boy or a girl?" the student will respond appropriately without assistance.	
110-0409	Presented with the verbal cue, "When is your birthday?" the student will respond giving the month and day without assistance.	
110-0410	Presented with a written list of 5-7 names, the student will identify his own first name.	
110-0411	Given the direction "Write your name" the student will write his name without assistance.	
110-0500	*Given a setting with 2-3 others present, the student will initiate a conversation with a minimum of 1-2 word utterances.*	SOCIAL SKILLS
110-0600	*Given a situation where the student needs assistance, the child will ask for help, either in words or gestures.*	

Code	Objective	Content Area
110-0700	Presented with the verbal cue "How are you?", the student will respond appropriately.	SOCIAL SKILLS
110-0800	Given a set of pictures depicting several categories, the student will be able to sort the pictures into the categories. (CU 234-5-005, 234-5-007)	CLASSIFICATION
110-0900	Given a set of objects, the student will be able to classify the objects in terms of two or more properties.	
110-1000	Given a set of pictures that indicate relationships, the student will be able to select the pictures which indicate appropriate relationships (cup-saucer, shoe-foot).	

111 VISUAL READINESS

See also: 110 Readiness
210 Non-Oral Language
234 Association
240 Written Language
241 Handwriting

Code	Objective	Content Area
110-0100	*Given a sense of matching items, the student will be able to correctly match the items when they are presented in mixed order.*	MATCHING
111-0101	Given a series of 3-D objects, the student will be able to correctly match them.	
111-0102	Given a series of 3-D objects and corresponding pictures, the student will be able to match them. (CU 111-5-010)	
111-0103	Given a series of matching pictures, the student will be able to match them.	
111-0104	Given a series of matching patterns, the student will be able to match them.	
111-0105	Given a series of matching words, the student will be able to match them.	
1[illegible]-0200	*Given a series of basic shapes, the student will be able to name them.*	SHAPES
111-0201	Given a series of basic shapes and the name of one, the student will point to the one named.	
111-0202	Given a picture of real objects, the student will be able to name the general shape of the objects.	
111-0203	Given basic shapes superimposed on a confusing background, the student will be able to outline the shapes as they are named.	
111-0204	While sitting in a classroom, the student will be able to point to or name objects in the environment that corresponds to the basic shapes.	
111-0205	Given auditory and/or visual stimuli, the student will be able to draw the shapes presented. (CU 111-5-013)	

Code	Objective	Content Area
111-0300	*Given a pattern of (number) shapes, the student will extend the pattern 3-4 times.*	PATTERNS
111-0301	Given a series of 3-D objects, the student will correctly sequence the objects following a given model.	
111-0302	Given a pattern of 2-D shapes (individual cards * with each shape), the student correctly sequences the shapes following the pattern.	
111-0303	Given a pattern of ______3-D shapes, the student will extend the pattern 3-4 times using 3-D shapes.	
111-0304	Given a printed pattern of ______shapes, the student will extend the pattern 3-4 times by drawing the pattern.	
111-0305	Given a printed pattern of _______shapes, the student will reproduce the pattern. (CU 111-5-020)	
111-0400	*Given a 3-D block design, the pupil will reproduce the design using blocks.*	BLOCK DESIGNS
111-0401	Given a picture of a block design, the pupil will reproduce the design using blocks.	
111-0500	*Given a series of cards that tell a story, the student will correctly sequence the cards.*	SEQUENCE
111-0600	*Given objects of varying sizes, the student will sequence them according to size (tallest-shortest, highest-lowest).*	SIZE
111-0700	*Given configuration cards, the student will match the correct words. (CU 111-5-009)*	CONFIGURATION
111-0800	*Given a series of visual stimuli, the pupil will name the stimuli from left to right. (CU 111-5-002)*	LEFT/RIGHT
111-0900	*Given a series with one differing element, the student will be able to identify the element that is different.*	SAME/ DIFFERENT
111-1000	*Given a series with two elements the same, the student will be able to identify the elements that are the same.*	
111-1100	*Given a set of mixed shaped blocks, the student will be able to sort them according to shape.*	

Code	Objective	Content Area
111-1200	*Given a set of mixed color blocks, the student will be able to sort them according to color.*	SAME/ DIFFERENT
111-1300	*Given a set of mixed size blocks, the student will be able to sort them according to size.*	
111-1400	*Given letters and/or numbers, the student will be able to correctly match them. (CU 111-5-011, 111-5-014)*	MATCHING
111-1401	Given pairs of lower case letters in random order, the student will correctly match them.	
111-1402	Given pairs of upper case letters in random order, the student will correctly match them.	
111-1403	Given pairs of letters, one upper case and one lower case, in random order, the student will correctly match them.	
111-1404	Given pairs of letters, each in a different type style, in random order, the student will correctly match them.	
111-1405	Given a printed letter, the student will correctly match the letter from a field of dissimilar symbols x/npfx.	
111-1406	Given a printed letter, the student will correctly match the letter from a field of similar symbols a/acou.	
111-1407	Given a printed letter, the student will correctly match the letter from a field of spatially confusing symbols p/bqpd.	
111-1500	*Given a field of symbols, the student is able to point to the letter or number named by the teacher.*	LETTER RECOGNITION
111-1501	Given a field of dissimilar symbols, the student is able to point to the letter or number named by the teacher.	
111-1502	Given a field of similar symbols, the student will be able to point to the number or letter named.	
111-1503	Given a field of spatially confusing symbols, the student will be able to point to the number or letter named.	

Code	Objective	Content Area
111-1600	*Given the name of a letter or number, the student will be able to write it.*	WRITING LETTERS/ NUMBERS
111-1601	Given the name of a letter or number and a model, the student will be able to write it.	
111-1602	Given the name of a letter or number and no model, the student will be able to write it.	
111-1700	*When shown a letter or number, the student will be able to correctly name it when asked "What letter is this?"*	NAMING LETTERS/ NUMBERS
111-1701	When shown a letter or number and given a choice, "Is this a 'c' or an 'a'?", the student will correctly name it.	
111-1800	*When presented with the alphabet in sequence in capital letters, the student will be able to name the letters.*	
111-1900	*When presented with the alphabet in sequence in lower case letters, the student will be able to name the letters.*	
111-2000	*Shown a series of objects in a row, 2 seconds for each object, the student will reproduce the row in the correct sequence when the stimulus has been removed. (CU 111-5-003)*	VISUAL MEMORY MEMORY FOR OBJECTS
111-2001	When shown a series of objects in a row, 2 seconds for each object, the student will name one object that has been removed from the row.	
111-2002	When shown a series of objects in a row, 2 seconds for each object, the student will name two objects that have been removed from the row. (CU 111-5-016)	
111-2003	When shown a series of objects, 2 seconds for each object, the student will be able to name up to four objects once they have been removed. (CU 111-5-001, 111-5-007)	
111-2100	*When placed in a room and told to "look at what's in the room", the student will be able to correctly name objects in the room with his eyes closed, or when removed from the room.*	
111-2200	*When asked to describe a familiar route (to the school office, playground, home) the student will be able to recall visual details along the route.*	

Code	Objective	Content Area
111-2300	When shown an object (doll, train) for 10 seconds, the student will be able to describe visual details of the object when it has been removed.	VISUAL MEMORY MEMORY FOR OBJECTS
111-2400	Given five objects, the student will be able to recall all objects, naming them in left to right progression (CU 111-5-002)	
111-2500	When shown a series of actions (cover eyes, hands on head, etc.) the student will be able to repeat the actions.	MEMORY FOR ACTIONS
111-2600	When shown a picture of a single object for 10 seconds, the student will be able to describe the parts of the object once the object has been removed.	MEMORY FOR MEANINGFUL PICTURES
111-2700	When shown the picture of an object with a part missing, the student will be able to name the missing part. (CU 111-5-005)	
111-2800	When shown a series of pictures, 2 seconds for each picture, the student will be able to correctly reproduce the series once it has been removed. (CU 111-5-004)	
111-2900	When shown a series of pictures, 2 seconds for each picture, the child will be able to name the missing pictures when 1-3 have been removed. (CU 111-5-018)	
111-3000	When shown the picture of an event or scene for 15 seconds, the student will be able to recall several visual details from the picture.	MEMORY FOR SHAPES AND DESIGNS
111-3100	When shown a single shape or design for 5 seconds, the student will be able to point to, or mark, the shape or design among a series once the stimulus has been removed.	
111-3200	When shown a single shape or design for 10 seconds, the student will be able to draw the shape or design once the stimulus has been removed. (CU 111-5-008)	
111-3300	When shown a series of shapes or designs, 2 seconds for each shape, the student will correctly mark at least 4 of them among a series. (CU 111-5-006)	

Code	Objective	Content Area
111-3400	*When shown a series of shapes or designs, 2 seconds for each shape, the student will be able to correctly reproduce the series using cards containing each shape.*	MEMORY FOR SHAPES AND DESIGNS
111-3500	*When shown a series of shapes or designs, 3 seconds for each shape, the student will be able to correctly draw the series once the stimulus has been removed.*	
111-3600	*When shown a single letter or number for 3 seconds, the student will identify the letter or number among a series once the stimulus has been removed.*	MEMORY FOR LETTERS AND NUMBERS

* Sequencing letter and numbers, See 240-2400 Visual Memory.

112 Auditory Readiness

See also: 220 Oral Language
221 Auditory Perception
222 Listening
223 Auditory Memory
233 Comprehension
234 Association

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* Common ending sounds of rhyming words and their appropriate grade equivalents.

1. ot, an, at, ig, ad, ike, old, out, en, ame, et, ust, ink, ake.
2. ound, all, ong, eat, ow, ent, unit, ut, ump, ix, ack, ew, ay, ite, ould, ight, ide, ave, ell, ind, ar, ade, op, it, eep, ook, ed, et, in, ing, ull.
3. est, ive, ate, ank, ow, own, aw, ean, art, ine, oon, ime, ug, ark, ip, ag, op, eed, og, od, id, am, amp, end, ick, ock, ill.

Code	Objective	Content Area
112-0100	*Given words pronounced by the teacher, the student will tell if the words rhyme.*	RHYMING
112-0101	Given two words pronounced aloud, the student will tell if the two words rhyme.	
112-0102	Given four words pronounced aloud, the student ill tell which word does not rhyme.	
112-0200	*Given two words that rhyme, the student will name another rhymimg word. (CU 112-5-010)*	
112-0300	*Given an auditory clue (rhymes with ________), the student will pronounce a rhyming word from the auditory clue given.*	
112-0400	*Given a series of pictures, the student will mark the pictures that rhyme.*	
112-0500	*Given a series of pictures, the student will mark the picture that does not rhyme.*	
112-0600	*Given a picture, the student will orally state a word that rhymes with the name of the picture.*	

Code	Objective	Content Area
112-0700	Given the sound of an object (car, train, etc) the student will be able to match the sound with a picture of the object.	PERCEPTION
112-0800	Given the sound of an object, the student will be able to name the object.	
112-0900	Given an oral sentence from 2 to 5 words, the student will correctly count the number of words in the sentence. (CU 112-5-004)	
112-1000	Given one word pronounced by the teacher, the student will repeat the word after a 10 second delay.	AUDITORY MEMORY
112-1100	Given a sequence of 3 sounds made by the teacher, the pupil will reproduce the sequence of sounds. (i.e. ch, zoom, mmm)	
112-1200	Given two unrelated words presented orally, the student will repeat the words in the same sequence.	
112-1300	Given a two syllable sentence presented orally, the student will repeat the sentence (John runs, Sue cooks).	
112-1400	Given one simple verbal direction, the student will carry out the direction.	
112-1500	Given a simple nursery rhyme presented orally, the student will repeat the rhyme along with the teacher or record.	
112-1600	Given a simple nursery rhyme presented orally, the student will be able to repeat the rhyme alone.	
112-1700	Given a simple song presented orally, the student will be able to sing along with the teacher.	
112-1800	Given a simple song presented orally, the student will be able to sing the song alone.	

120 DECODING

Code	Objective	Content Area
120-0100	Given a list of words to read, the student will be able to read the words correctly with no assistance.	DECODING

121 PHONETIC ANALYSIS/SYNTHESIS

Ability to identify sound units, written words, and to blend sound units to make words.

For Phonetic Analysis-Listening - See 221 Auditory Perception

For Phonetic Analysis-Writing - See 240 Written Language
242 Spelling

Code	Objective	Content Area
121-0100	*Given a series of phonetically regular words, the student will be able to analyze the phonetic parts of the word and blend them (synthesize) together to read the word correctly. (CU 121-5-001, 121-5-003, 122-5-001).* * * Initial consonants: b,c,d,f,g,h,j,l,m,n,p,r,s,t,w, y,k,z Initial digraphs: sh, wh, ch, kn, th (voiced, unvoiced), ch(k), gu Initial blends: sp, st, sl, sm, sw, spr, fl, bl, cl, tr, gr, cr, fr	INITIAL SOUNDS
121-0200	*Given a series of words beginning with the initial (fill in area) (fill in letters) ________, the student will correctly given the initial sound when a word is pointed to. (CU 123-5-006)*	
121-0201	Given a series of consonant letters and pictures beginning with each consonant, the student will correctly match. (CU 110-5-007, 110-5-003)	
121-0202	Given orally words with the initial ________ sounds ________, the student will isolate and repeat the initial sound in the word.	
121-0203	Given orally words with the initial ________ sounds ________, the student will name the letter(s) that make the initial sound.	
121-0204	Given a series of words with words beginning with the initial ________ - ________, the student will point to the correct word when given the initial sound.	
121-0300	*Given a series of printed choices, the student will select the word that begins with the initial ________ sound ________ when the stimulus word is read.*	
121-0400	*Given orally words with the initial ________ sounds ________, the student will write the letter(s) that make the initial sound. (CU 123-5-009)*	

Code	Objective	Content Area
	* **Final** consonants: d,k,l,m,n,p,r,t,x,s **Final** phonetic part: st, ng, ch, ck, ll, igh, ight, ear **Final** blend: nk, nd, nt **Final** digraph: sh	FINAL SOUNDS
121-0500	*Given a series of words ending with the final (consonants d,k,l), the student will correctly read the words.*	
121-0501	Given orally words with the final (blend) sounds (nd, nt), the student will isolate and repeat the final sound.	
121-0502	Given orally words with the final (consonant) sounds (mpr), the student will name the letter(s) that make the final sound.	
121-0503	Given a series of words ending with the final (phonetic part) - (sting, ch), the student will point to the correct word when given the final sound.	
121-0504	Given orally words with the final (consonant) sounds (t,x,s,), the student will write the letter(s) that make the final sound.	
121-0505	Given a series of printed choices, the student will select the word that ends with the final (consonant) sound (n,p,r) when the stimulus word is read.	
121-0600	*Given a series of words with the medial (vowel) sounds (a,e), the student will correctly read the words. (CU 121-5-009)*	MEDIAL SOUNDS
121-0601	Given orally words with the medial (short vowel) sounds (a,o), the student will isolate and repeat the medial sound in the word.	
121-0602	Given orally words with the medial (short vowel) sounds (a,e), the student will name the letter(s) that make the medial sound.	
121-0603	Given a series of words with the medial (long vowel) sounds (i,e), the student will point to the correct word when given the medial sound.	
121-0604	Given orally words with the medial (long vowel) sounds (e,o), the student will write the letter(s) that make the medial sound.	
121-0605	Given a series of printed choices, the student will select the word with the media (long vowel) sound (e,o) when the stimulus word is read. (CU 123-5-005)	

Code	Objective	Content Area
	* Irregular - /n/ kn, gn, /r/ wr, rh /h/ wh, /m/ mb, lm, mn Silent letters, murmur diphthong,hard-soft (g,c) (CU 121-5-007)	OTHER SOUND
121-0700	*Given a series of words with the (irregular /n/kn gn) __________, the student will correctly give the (pronunciation) __________ when the word is pointed to.*	
121-0800	*Given a series of printed choices, the student will select the word that contains (irregular sound kn) __________ when the stimulus word is read.*	
121-0900	*Given a phonetically regular word broken into its phonetic parts on separate cards, the student will be able to sequence the parts and correctly blend them to read the word. (CU 121-5-006)*	BLENDING
121-1000	*Given a list of words containing the common vowel-consonant combination(s) __________, the student will correctly read the words. (CU 121-5-008)*	WORD FAMILIES

122 STRUCTURAL ANALYSIS

See also: 221 Auditory Perception
240 Written Language
242 Spelling

Code	Objective	Content Area
122-0100	*Given a list of words, each containing at least one prefix and suffix, the student will be able to underline the root words.*	ROOT WORDS
122-0200	*Given a group of words containing nouns and verbs built from the same root, the student will be able to identify the root word. (ie laughing, laughter).*	
	Suffixes: CU 122-5-002, 122-5003, 122-5-004	
122-0300	*Given a list of suffixes and a list of root words, the student will be able to add a suffix to a root word and write the meaning of the newly formed word.*	SUFFIXES
122-0301	Given a set of root words and a selection of suffixes, the student will be able to match each root word with a suffix to form a set of new words.	
122-0302	Given a list of suffixes__________, the student will be able to match a suffic to its correct meaning.	
122-0303	Given a group of words containing the suffixes ________________, the student will be able to circle the suffix in each word.	
122-0304	Given a list of words containing the suffixes ______________, the student will be able to match the word to a stated definition.	
122-0305	Given ______words visually, the student will be able to circle words with a suffix.	
122-0306	Given a sentence in which one word is missing the suffix, the student will be able to select the appropriate suffix for the root word to complete the sentence.	

Code	Objective	Content Area
122-0400	*Given a list of prefixes and a list of root words, the student will be able to add a prefix to a root word and write the meaning of the newly formed word.*	PREFIXES
122-0401	Given a set of root words and a selection of prefixes, the student will be able to match each root word with a prefix to form a set of new words.	
122-0402	Given a list of prefixes ____________, the student will be able to match a prefix to its correct meaning.	
122-0403	Given a group of words containing the prefixes ________________, the student will be able to circle the prefix in each word.	
122-0404	Given a list of words containing the prefixes ________________, the student will be able to match the word to a stated definition.	
122-0405	Given ______ words visually, the student will be able to circle words with a prefix.	
122-0406	Given a sentence in which one word is missing the prefix, the student will be able to select the appropriate prefix for the root word to complete the sentence.	
122-0500	*Given a list of words containing the contractions ________________, the student will be able to identify which words are contractions and to identify the component words.*	CONTRACTIONS
122-0501	Given a word visually, the student will be able to tell if a word is or is not a contraction.	
122-0502	Given a contraction, the student will be able to select from a choice the words from which the contraction was made.	
122-0503	Given words that can be contracted, the student will be able to write the appropriate contraction.	
122-0504	Given an incomplete sentence, the student will be able to select from ______ choices the contraction that correctly completes the sentence.	
122-0505	Given a contraction, the student will be able to write the words that make up the contraction.	

Code	Objective	Content Area
122-0600	*Given a list of nouns, the student will be able to change the words into the possessive form and use each in a sentence.*	POSSESSIVES
122-0601	Given a choice of words,the student will be able to select the possessive form of a given singular noun.	
122-0602	Given a choice of words, the student will be able to select the possessive form of a given plural noun.	
122-0603	Given pairs of words, the student will be able to circle the phrases that indicate possessives. The cat's dish, The cats at play.	
122-0604	Given a list of possessive phrases (the ears of the dog), the student will be able to rewrite them in possessive form.	
122-0700	*Given a sentence containing a compound word, the student will be able to circle the compound word and divide it into its component parts.*	COMPOUND WORDS
122-0701	Given ______words visually, the student will be able to circle those words that are compound.	
122-0702	Given two words that can be combined, the student will be able to join the words and write the resulting compound word.	
122-0703	Given a list of compound words and a set of definitions in random order, the student will be able to match the correct definition for each compound word.	
122-0704	Given a list of compound words, the student will be able to circle the words that make up the compound word.	

Code	Objective	Content Area
122-0800	*Given a list of (No. of syllables) syllable words, the student will be able to divide the words into syllables and place an accent mark on the accented syllable.*	SYLLABICATION
122-0801	Given a list of two syllable words containing a single medial consonant, the student will be able to divide words, identifying open and closed syllables.	
122-0802	Given a list of words which end in "le", the student will be able to divide words into syllables and identify the accented syllable.	
122-0803	Given a list of two syllable words in which the first vowel is followed by two like or unlike consonants, the student will be able to divide words. into syllables.	
122-0804	Given a list of words, all of which contain prefixes and/or suffixes, the student will be able to divide words into syllables.	
122-0805	Given a list of words, the student will identify the number of syllables in each word.	

123 SOUND/SYMBOL RELATIONSHIP

THIS SECTION IS LIMITED TO LEARNING VISUAL/AUDITORY CORRESPONDENCE FOR INDIVIDUAL LETTERS, BLENDS, ETC.

See Also: 221 Auditory Perception
110 Readiness
111 Visual Readiness
112 Auditory Readiness

Code	Objective	Content Area
123-0100	*When shown a letter, the student will name the letter and give its sound(s). (CU 110-5-005)*	LETTER
123-0200	*When shown a consonant letter, the student will give the sound of that letter.*	CONSONANTS
123-0201	Given the (k,l)______ consonant sound pronounced by the teacher, the pupil will imitate the sound.	
123-0202	Given the name of the consonant letter (k,l)______, the student will pronounce the corresponding consonant sound.	
123-0203	Given the consonant sound (l)______ pronounced by the teacher, the student will circle its corresponding letter among a series of letters. (CU 123-5-003)	
123-0204	Given the consonant sound ______ pronounced by the teacher, the child will write the corresponding consonant letter. (CU 123-5-003)	
123-0300	*When shown a vowel, the student will give the short sound of that vowel.*	SHORT VOWELS
123-0301	Given the (a)______ short vowel sound pronouced by the teacher, the pupil will imitate the sound.	
123-0302	Given the name of the vowel ______, the student will pronounce the corresponding short vowel sound.	
123-0303	Given the short vowel sound ______ pronounced by the teacher, the student will circle its corresponding letter among a series of letters.	
123-0304	Given the short vowel sound ______ pronounced by the teacher, the child will write the corresponding letter.	

Code	Objective	Content Area
123-0500	*When shown the digraph* ________ *the student will give the sound of the digraph.* (CU 123-5-001)	DIGRAPHS
123-0501	Given the digraph sound _____ pronounced by the teacher, the pupil will imitate the sound.	
123-0502	Given the name of the letters in the digraph ______, the student will pronounce the corresponding digraph sound.	
123-0503	Given the digraph sound ______ pronounced by the teacher, the student will circle its corresponding letters among a series of similar letters.	
123-0504	Given the digraph sound ______ pronounced by the teacher, the child will write the corresponding letters.	

Other letter/sound combination objectives would be written in the same manner as above.

124 SIGHT VOCABULARY

See Also: 111 Visual Readiness
240 Written Language

Code	Objective	Content Area
124-0100	*Given ______ words from a sight word list, the student will be able to read the words and use them correctly in a sentence.*	WORDS
124-0101	Given pairs of sight words in random order, the student will be able to match the words.	
124-0102	Given a paragraph containing the sight words ________ ____________, the student will be able to identify and circle the specified sight words. (CU 124-5-005)	
124-0103	Given the printed form of the sight word, the student will be able to copy the sight word correctly.	
124-0104	Given the name of the sight word orally, the student will be able to point to the word among a series of words.	
124-0105	Given a sight word visually, the student will be able to correctly say the word. (CU 124-5-001, 124-5-002, 124-5-006, 124-5-007)	
124-0106	Given a sight word either orally or visually, the student will indicate his comprehension of the word by using it in a sentence.	
124-0107	Given visually confusing sight word (was-saw), the student will be able to read the words correctly. (CU 124-5-003, 124-5-004)	

130 ORAL/SILENT READING SKILLS

See Also: 232 Speaking

Code	Objectives	Content Area
130-0100	Given a one page selection, the pupil will read from left to right and from top to bottom.	LEFT/ RIGHT
130-0200	Given 3-4 paragraphs to read silently, the pupil will read with smooth left to right eye movements as monitored by the teacher.	
130-0300	Given 3-4 paragraphs to read orally, the pupil will read with smooth left to right eye movements as monitored by the teacher.	
130-0400	Given 3-4 paragraphs to read orally, the pupil will demonstrate an eye-voice span appropriate to the ________ grade level.	EYE/VOICE SPAN
130-0500	Given a story in a book that is being read aloud by a group of individuals, the pupil will be able to keep his place in the story.	KEEPING PLACE
130-0600	Given 3-4 paragraphs to read orally, the pupil will enunciate his words clearly as determined by the teacher.	ENUNCIATION
130-0700	Given a series of sentences or a short story to read orally, the pupil will use voice inflection appropriate for the type of sentence (i.e. question, exclamation).	INFLECTION
130-0800	Given a short story to read, the student will pause appropriately when coming to commas.	PAUSES
130-0900	Given a short story to read orally, the pupil will use intonation/inflection appropriate to the meaning of the material.	INTONATION
130-1000	Given a one page selection, the pupil will read orally without losing his place or skipping words.	KEEP PLACE
130-1100	Given a selection to read orally or silently, the pupil will maintain good reading posture, (i.e. book appropriate distance from the eyes, both eyes unobstructed from seeing the printed words, head straight).	POSTURE
130-1200	Given a one page selection, the pupil will read silently without head movement.	HEAD MOVEMENT
130-1300	Given a one page selection, the pupil will read silently without vocalization, whispering or with lip movement.	SILENT READING

Code	Objectives	Content Area
130-1400	Given a selection to read, the pupil will adjust his reading rate to type of material, level of difficulty, familiarity with subject, and purpose for reading.	READING RATE
130-1401	Given an article to scan, the student will be able to answer general questions about the article after one minute of scanning.	
130-1402	Given an article to read in detail, the student will be able to adjust his reading rate to read in detail and to answer detailed questions about the article within a reasonable length of time.	
130-1500	Given a selected paragraph at ______ grade level, the student will orally read the passage with accurate pronunciation, word order and with good fluency. (CU 130-5-001)	ORAL READING
130-1600	Given a list of (numerals, letters, words) ____________, the student will be able to read them at the rate of __________ per minute. (CU 230-5-002)	RATE

140 COMPREHENSION

See 222 Listening
223 Auditory Memory
230 Language Development
233 Comprehension
234 Association
141 Context Clues
142 Vocabulary

Comprehension of single words and their meaning -
See 142 Vocabulary Development

Comprehension through the use of context clues -
See 141 Context Clues

See also - Vocabulary Development
170 Practical Reading

Code	Objective	Content Area
140-0100	*Given a story read orally, the student will be able to identify a picture corresponding to the story.*	STORIES
140-0101	Given a sentence read orally, the student will be able to identify a picture corresponding to the sentence.	
140-0102	Given a story read orally, the student will be able to predict what will be seen in a related picture.	
140-0103	Given a story read orally, the student will be able to identify the characters, setting and time of the story.	
140-0200	*Given a story read orally, the student will be able to correctly answer factual questions about it. (CU 223-5-009)*	
140-0300	*Given a story to read, the student will be able to answer literal comprehension questions upon completion of the story. (CU 140-5-006)*	
140-0301	Given a story, the student will be able to tell the name of one character.	
140-0302	Given a printed story, the student will be able to locate the names of all the characters.	
140-0303	Given a printed story, the student will be able to underline the sentence which states the main idea of the story.	
140-0304	Given a story, the student will be able to sequence the order of incidents stated in the story. (CU 140-5-002)	

Code	Objective	Content Area
140-0305	Given a story, the student will be able to tell the time or place the story took place.	STORIES
140-0306	Given a story, the student will be able to describe the appearance of the main character.	
140-0307	Given a story, the student will be able to discuss likenesses or differences in the story characters.	
140-0308	Given a story, the student will be able to state reasons for certain happenings which are stated in the story.	
140-0309	Given a historical story, the student will be able to tell what the character did.	
140-0400	*Given a sentence to read, the student will be able to indicate his understanding of the sentence by answering a question about it.*	SENTENCES
140-0401	Given a story containing sentences which do not belong, the student will be able to underline the inappropriate sentences.	
140-0402	Given simple sentences which denote action, the student will be able to explain or demonstrate the action.	
140-0403	Given compound sentences, the student will be able to underline the two parts.	
140-0404	Given sentences and pictures, the student will be able to match each sentence to the picture it describes.	
140-0405	Given a set of general questions, (Yes-No), the student will read and respond to the questions by marking Yes or No.	
140-0500	*Given a story to read, the student will be able to state the main idea of the story, either verbally or in writing. (CU 140-5-001)*	MAIN IDEA
140-0501	Given a series of pictures, the student will be able to relate the main idea.	
140-0502	Given a written story, the pupil will write 2-3 main ideas contained in the story.	
140-0503	Given a story read orally, the student will be able to listen for the main idea and indicate when he has heard it by relating it at the end of the story.	
140-0504	Given several titles and an untitled story, the student will be able to select the most appropriate title for a story.	

Code	Objective	Content Area
140-0600	*Given a paragraph to read, the student will be able to answer questions concerning the paragraph correctly.*	PARAGRAPHS
140-0601	Given a paragraph or short story, the pupil will respond to printed questions by marking "yes" or "no".	
140-0602	Given a paragraph or short story, the pupil will correctly respond to printed multiple choice questions about the selection.	
140-0603	Given three paragraphs, the student will be able to discuss the main idea of each paragraph.	
140-0604	Given a set of four paragraphs, the student will be able to identify the paragraphs which do not fit the story.	
140-0605	Given a paragraph, the student will be able to identify the sentences which do not belong in the paragraph.	
140-0606	Given a story, the student will be able to point out the topic paragraph.	
140-0607	Given an open-ended story, the student will be able to write a final paragraph.	
140-0608	Given a written passage, the student will be able to write a topic sentence for the passage.	
140-0700	*Given a story, the student will be able to read the first part of the story and predict what the outcome will be.*	PREDICT OUTCOME
140-0701	Given a situation, the student will be able to predict what will happen next.	
140-0702	Given a list of situations and a list of outcomes, the student will be able to match situations and outcomes.	
140-0703	Given a description of a character, the student will be able to predict what will happen to a character.	
140-0800	*Given a list of cause and effect happenings, the student will be able to identify a happening as being a cause or an effect.*	CAUSE AND EFFECT
140-0801	Given an incident from a given story, the student will be able to tell why the incident occurred.	
140-0802	Given an action of a story character, the student will be able to tell why the character behaved the way he did.	
140-0803	Given a situation in a story, the student will be able to tell what result followed the situation.	
140-0804	Given a list of cause and effect happenings, the student will be able to match the cause to the effect.	

Code	Objective	Content Area
140-0900	*Given a story, the student will be able to answer questions about contrasts and comparisons within the story.*	CONTRAST AND COMPARE
140-0901	Given two characters from a story, the student will be able to tell how the characters were alike.	
140-0902	Given two places in a story, thestudent will be able to tell how the locations were alike and different.	
140-0903	Given a character from a familiar story, the student will be able to tell how a character's actions or thinking changed in the story.	
140-1000	*Given a list of incidents which happened in a story, the student will be able to arrange the incidents in the order of their occurrence.*	SEQUENCE
140-1001	Given an incident from the story, the student will be able to tell what happened next.	
140-1002	Given a group of pictures, the student will be able to arrange the set of pictures so that they tell a story.	
140-1003	Given four incidents from a story, the student will be able to tell which happened first.	
140-1004	Given a list of characters from a play, the student will be able to tell the order in which the characters appeared.	
140-1005	Given sets, each containing related paragraphs in mixed order, the student will arrange the paragraphs in sequential order.	
140-1100	*Given a written story and four sentence choices, the pupil will circle the one sentence that is about a detail from the story.*	DETAILS
140-1200	*Given selections to read, the pupil will list the important details of each selection.*	
140-1300	*Given 5 sets, each containing a paragraph that has an idiomatic expression underlined in it and a choice of words or phrases after each paragraph, the pupil will select the word or phrase that means the same as the idiomatic expression.*	IDIOMS
140-1400	*Given 5 selections to read, the pupil will orally state whether each selection is fact or fantasy.*	FACT/ FANTASY
140-1500	*Given 10 sets, each containing 4 sentences, the pupil will underline the one sentence in each group which could be true.*	TRUE/ FALSE
140-1600	*Given 5-10 written selections, the pupil will list which are works of nonfiction and which are works of fiction.*	FICTION VS NON-FICTION

Code	Objective	Content Area
140-1700	Given 2-3 selections on the same topic, the pupil will discuss and compare the various viewpoints expressed in the selections.	COMPARE AND CONTRAST IDEAS
140-1800	Given 5 sets, each containing directions for drawing a specific picture and three picture choices, the student will choose the correct picture.	DRAWING CONCLUSIONS
140-1900	Given 5 sets, each containing a list of 5-7 related phrases, the pupil will write an appropriate heading for each list.	
140-2000	Given 10 statements, the pupil will determine and write whether each statement represents fact or opinion.	FACT/ OPINION
140-2100	Given a story to read, the student will select from a list the best generalization for the story.	GENERALIZATION
140-2200	Given 5 simple passages presented in written form, the pupil will underline the key words in each passage.	KEY WORDS
140-2300	Given stories to read, the pupil will classify the experiences of the characters in terms of their emotional effect and list this next to the character's name. (i.e. happy, sad, frightening, etc.)	IDENTIFYING AND INTERPRETING FEELINGS
140-2400	Given passages, each containing a specific mood and/or feeling, the pupil will identify and record the feeling conveyed in each passage.	
140-2500	Given 5 short stories to read and the question "How would you feel if.....?" the pupil will demonstrate his ability to emphasize with the characters by answering the question appropriately for each story.	
140-2600	Given examples of exaggerated narratives, such as a tall tale, the pupil will orally identify examples of exaggerations.	RECOGNIZING ABSURDITIES
140-2700	Given humorous stories to read, the pupil will orally describe the humor in each story.	
140-2800	Given poems containing 4-8 lines, the pupil will select and mark the rhyming lines in each set.	POETRY
140-2900	Given 5 poems, the pupil will orally state an appropriate theme for each poem.	
140-3000	Given 5 sets, each containing a list of general and specific statements relating to a given topic, the pupil will underline those statements that are specific.	GENERAL VS SPECIFICS
140-3100	Given 5 written selections, the pupil will identify the speaker and the person spoken to in each selection.	CONVERSATIONS

141 Context Clues

See Also: 141 Comprehension
234 Association

Code	Objective	Content Area
141-0100	*The student will demonstrate his ability to choose the appropriate word for context by selecting from a set of printed choices the word that completes a printed sentence that is read aloud.*	WORD
141-0101	Given a set of sentences, each with a word omitted, and a choice of picture clues, the student will select the appropriate picture clue.	
141-0102	Given a multi-meaning word presented in a sentence, the student will define it based upon the context of the sentence.	
141-0103	Given a set of sentences, each containing a subject pronoun, the pupil will point to a picture that the subject pronoun represents.	
141-0104	Given a short paragraph with one word underlined and a choice of definitions for that word, the student will underline the correct definition for that contextual setting.	
141-0105	Given a set of sentences, each containing a word with a missing letter, the pupil will fill in the missing letter(s).	

142 VOCABULARY

See Also:
243 Grammar/Syntax-Written Language
230 Language Development
231 Grammar/Syntax-Oral Language
140 Comprehension-Reading
233 Comprehension-Language

Code	Objective	Content Area
142-0100	*Given a picture and a set of printed choices, the student will demonstrate his ability to recognize an unknown word through interpretation of a picture by selecting the word that matches the picture.*	PICTURES/ WORDS
142-0101	Given 10 pictures and 10 word cards, the pupil will match the words to the pictures that represent the words.	
142-0200	*Given a set of words appropriate to his grade level, the student will be able to give an approximate definition of the words and use them in a sentence.* (CU 142-5-003)	DEFINITIONS
142-0201	Given a column of words and another column of definitions, the student will be able to draw a line from each word to its correct definition.	
142-0202	Given a set of example words and three word choices for each, the pupil will circle the word that is most closely associated with the example word. (i.e. a watch/ door, clock, bus).	
142-0203	Given sets, each containing a word and three definitions, the student will underline the correct definition.	
142-0204	Given a set of words and their definitions, the pupils will write a sentence using each word.	

Code	Objective	Content Area
142-0300	*The student will demonstrate his ability to recognize whether a sentence, or part of it, tells how, where, when, who, or what by selecting, from a set of printed choices, the word that identifies the kind of information expressed in a printed sentence that is read aloud.*	HOW, WHERE, WHEN, WHO, WHAT
142-0301	Given a set of sentences, the student will be able to underline the word(s) in each sentence that tells who.	
142-0302	Given a set of sentences, the student will be able to underline the word(s) in each sentence that tell what.	
142-0303	Given a set of sentences, the student will be able to underline the word(s) in each sentence that tell how.	
142-0304	Given a set of sentences, the student will be able to underline the word(s) in each sentence that tell where.	
142-0305	Given a set of sentences, the student will be able to underline the word(s) in each sentence that tell when.	
142-0400	*Given a set of sentences each containing an adjective, the student will underline the adjective in each sentence.*	ADJECTIVES
142-0401	Given a set of sentences, each containing an adjective, the pupil will underline the object that each adjective is modifying.	
142-0500	*Given a set of sentences, each containing an adverb, the pupil will underline the adverb in each sentence.*	ADVERBS
142-0501	Given a set of sentences, each containing an adverb, the pupil will underline the word in each sentence that the adverb modifies.	
142-0600	*Given a set of incomplete sentences, the pupil will choose the correct form of the adjective or adverb and will write it in the blank to complete each sentence. (i.e. positive-big, comparative-bigger, superlative-biggest.)*	ADJECTIVE/ ADVERB
142-0700	*Given two sentences with blanks each requiring a different meaning of the same word and a set of printed word choices, the student will write in the correct word.*	MULTIPLE MEANING

Code	Objective	Content Area
142-0800	*Given a set of written words that have homonyms, the pupil will write a homonym for each word.*	HOMONYMS
142-0801	Given sets each containing an example word and four word choices, one of which is a homonym to the example, the pupil will circle the word that sounds the same as the example word. (i.e. him/ time, win, hymn, this).	
142-0802	Given a set of sentences, each containing a choice of homonyms, the student will circle the correct homonyms for the sentence. (Here is some meat/meet for the animals.)	
142-0803	Given a homonym orally, the pupil will write the appropriate homonyms (they/re, their, there).	
142-0804	Given the direction from the teacher, the student will orally state the definition of a homonym.	
142-0900	*Given a set of written words, the student will be able to write a word that has the same meaning as each word in the set.*	SYNONYM
142-0901	Given a set of words pronounced by the teacher, the student will orally state a word that has the same meaning as each word.	
142-0902	Given 10 sets (each containing 5 words, 2 of which are synonyms) the student will underline the synonymous words.	
142-0903	Given a sentence with an underlined word, the student will orally state or write a synonym for the underlined word.	
142-0904	Given ____ sets, each containing an example word and four word choices, the student will circle the word that is synonymous to the example word. (CU 142-5-001)	
142-0905	Given the direction from the teacher, the pupil will orally state the definition of a synonym.	

Code	Objective	Content Area
142-1000	*Given a set of written words, the student will be able to write a word that has the opposite meaning as each word in the set. (CU 142-5-002)*	ANTONYM
142-1001	Given word sets, each containing an example word and four word choices, the pupil will circle the word whose meaning is the opposite of the example (i.e. hot/warm, sled, cold, dog).	
142-1002	Given a set of words pronounced by the teacher, the student will orally state the word that means the opposite of the word pronounced.	
142-1003	Given a sentence with an underlined word, the pupil will orally state or write an antonym for the underlined word.	
142-1004	Given the direction from the teacher, the pupil will orally state the definition of an antonym.	
142-1100	*Given pairs of homographs, the pupil will orally state or write the definitions for the words in each pair.*	HOMOGRAPHS
142-1101	Given the direction from the teacher, the pupil will orally state the definition of a homograph (two words that have the same spelling, but different meanings).	
142-1200	*Given pairs of words or phrases, the pupil will identify those pairs which are analogies (relationship in which dissimilar things are shown to be related in some common way(s).*	ANALOGIES
142-1300	*Given words with foreign root words, the pupil will determine the definition of each word (using a dictionary if necessary).*	FOREIGN ROOT WORDS

Common abbreviations and their grade level equivalents:

Grade 1	Mr., Mrs.
Grade 2	Dr., Ms., Sun., Mon., Tues., Wed., Thurs., Fri., Sat.
Grade 3	Jan., Feb., Apr., Aug., Sept., Oct., Nov., Dec., U.S., U.S.A., A.M., P.M., a.m., p.m.
Grade 4	Rev., Mt., St., P.O., No., qt., pt., gal., oz., lb., doz., in., yd., mi., sec., hr., wk., yr., tsp., tbsp.
Grade 5	Chap., Jr., Sr., Gen., Capt., Ave., Blvd., Bldg., Dept., Govt., Inc., Co., M.D.
Grade 6	Supt.

142-1400	*Given a written abbreviation, the student will write or orally state the appropriate corresponding word.*	ABBREVIATIONS

Code	Objective	Content Area
142-1401	Given two columns, abbreviations in one column and corresponding words in the other, the pupil will draw lines to connect abbreviations and their corresponding words.	ABBREVIATIONS
142-1402	Given a written abbreviation, the student will select from among 3 written choices the appropriate corresponding word.	
142-1403	Given a written abbreviation, the student will state orally the corresponding word.	
142-1404	Given a word pronounced by the teacher, the pupil will select from among 3 written choices the corresponding abbreviation.	
142-1406	Given a written word, the pupil will write the corresponding abbreviation.	

151 DICTIONARY SKILLS

See 110 Readiness - Alphabetical Order

Code	Objective	Content Area
151-0100	*Given a dictionary, the student will be able to locate and explain the various parts of the dictionary.*	PARTS
151-0101	Given a dictionary, the pupil will locate the various special supplements (i.e. geographical locations, foreign and proper names).	
151-0102	Given a dictionary that contains various special supplements, the student will explain the function of the "Guide to the Dictionary" and the special supplements.	
151-0103	Given a dictionary and tasks that require use of the guide and supplements, the student will correctly complete the tasks.	
151-0200	*Given several types of dictionaries, the student will be able to select the type needed to complete an assigned task.*	TYPES
151-0201	Given 2-4 dictionaries that vary in completeness (i.e. student desk, Collegiate-Webster, Unabridged) the student will explain how these dictionaries vary.	

Code	Objective	Content Area
151-0300	*Given a dictionary and a list of words, the student will be able to locate the words in the dictionary.*	LOCATING WORDS
151-0301	Given a list of words with differing first letters, the student will be able to put them in alphabetical order (CU 151-5-002, 151-5-004)	
151-0302	Given a list of words with the same first letter and differing second letters, the student will be able to put them in alphabetical order.	
151-0304	Given a picture dictionary and a stimulus picture, the pupil will locate the letter in the dictionary which begins the name of the stimulus picture.	
151-0305	Given a picture dictionary, the student will be able to locate objects named by the teacher.	
151-0306	Given a picture dictionary having words written next to the pictures and a known written word, the pupil will locate the word in the dictionary.	
151-0307	Given a dictionary page and a list of words on the page, the student will locate the words on the page.	
151-0308	Given a dictionary page, the student will point out the guide words on the page.	
151-0309	Given sets containing a pair of guide words and a word, the student will tell whether the word comes before, between, or after the guide words.	
151-0310	Given pairs of guide words, the student will write a word that comes between the words.	
151-0311	Given a list of words and a dictionary, the student will write the pair of guide words for each word on the list.	

Code	Objective	Content Area
151-0400	*Given a dictionary and an unknown word, the student will be able to locate, pronounce and define the word.*	USING
151-0401	Given unknown words, the student will be able to locate the definition of each word in a beginning dictionary.	
151-0402	Given unknown words, the student will be able to locate the definition of each word in a regular dictionary.	
151-0403	Given a list of words and all their dictionary definitions, the student will be able to underline the most frequently used definition.	
151-0404	Given a facsimile of a dictionary page and several sentences containing the same multimeaning word in different contexts, the pupil will identify which meaning of the word is used in each sentence.	
151-0405	Given the various names for the several parts of speech (i.e. noun, adverb) the pupil will write the abbreviation for each as used in a dictionary.	
151-0406	Given a list of words and a dictionary, the pupil will determine and write the part of speech of each word by referring to the dictionary.	
151-0407	Given a list of unknown words with diacritical marks and accents, the pupil will accurately pronounce each word.	
151-0408	Given a list of words with primary and secondary accent marks, the pupil will circle the primary (stress) marks and underline the secondary (stress) marks.	

152 UTILIZING REFERENCE MATERIALS

Code	Objective	Content Area
152-0100	*Given a book and a set of comprehensive questions covering author, title, publisher, content, etc. the student will be able to answer all questions correctly.*	USING
152-0101	Given a set of books, the pupil will point to and name the title of each book on its cover.	
152-0102	Given a set of books, the pupil will find and write the author's name for each book.	
152-0103	Given a book, the pupil will locate the title page, table of contents, index, bibliography, etc.	
152-0104	Given a title page, the pupil will accurately answer 5 questions on the information it provides.	
152-0105	Given a set of books, the pupil will locate and record the copyright date of each book.	
152-0106	Given a book, the pupil will locate the Table of Contents and record the page numbers of 5 given parts of the book.	
152-0107	Given 5 questions about the presence or absence of information in a book, the pupil will use the index to answer the questions correctly.	
152-0108	Given a book, the pupil will select and use appropriate sections of the book for various purposes (i.e. prepare for preliminary survey of subject and intent of work, author's background, table of contents, etc.).	
152-0200	*Given a set of tasks requiring reference work, the pupil will list the name of the appropriate reference source for each task (i.e. dictionary, Readers Guide, Atlas, encyclopedia, etc.).*	LISTS
152-0300	*Given a set of reference books and questions covering specific kinds of information located within each, the student will answer the questions accurately.*	
152-0301	Given examples of simple reference books, the pupil will locate the appropriate alphabetical section of each for a given topic or larger word.	
152-0400	*Given abbreviations used in reference material, the pupil will write the words that go with the abbreviations.*	ABBREVIATIONS

Code	Objective	Content Area
152-0500	When asked by the teacher, the pupil will list the uses of the alphabetical ordering system in relation to reference materials (i.e. telephone directory, department store directory, index to books, card catalogue).	ALPHABETICAL ORDERING SYSTEM
152-0600	Given a dictionary and a glossary, the pupil will orally state the similarities and differences between the two.	
152-0700	When asked, the student will be able to list learning resources available beyond the classroom (i.e. school library, public library, museums, local bookstores, yellow pages).	SOURCES OF INFORMATION
152-0800	When requested by the teacher to name specific sources of information, the pupil will name 5-10 sources. (T.V., newspapers, magazines, books, radio, people, movies).	
152-0900	Given newspapers and magazines, the pupil will locate specific sections determined by the teacher by using the index of each.	NEWSPAPER MAGAZINE
152-1000	Given a set of encyclopedias and a list of 10 topics, the pupil will locate and mark each topic using the alphabetical listing or volume number on the cover.	ENCYCLOPEDIA
152-1100	Given the index or study guide to an encyclopedia, ERIC materials, Readers Guide, etc. and a set of questions, the pupil will locate and record the needed information in each service by using the index or guide.	INDEX
152-1200	Given a telephone directory and a list of questions concerning specific information within the directory, the student will be able to answer the questions correctly.	TELEPHONE DIRECTORY
152-1300	Given a radio and T.V. schedule and a list of specific channel numbers, time slots and/or program titles, the pupil will locate and circle the appropriate information.	RADIO TV SCHEDULE

153 INTERPRETATION OF WRITTEN INFORMATION

See Also: 140 Reading Comprehension

Code	Objective	Content Area
153-0100	Given a topic and five books each having a table of contents, the pupil will determine by using the table of contents whether each book contains information relevant to the topic, and if so, will record the appropriate page numbers.	TABLE OF CONTENTS
153-0200	Given a topic and five books, each having an index, the pupil will determine by using the index whether each book contains information relevant to the topic, and if so, will record the appropriate page numbers.	INDEX
153-0300	Given a list of details and a given topic, the pupil will underline those details that are relevant to the topic.	DETAILS
153-0400	Given 5 footnotes and a list of specific questions concerning the footnotes, the pupil will be able to answer the questions correctly.	FOOT NOTES
153-0500	Given a schedule (plane, bus, etc.) and a specific problem that requires use of the schedule, the student will be able to solve the problem correctly.	SCHEDULES
153-0600	Given a chart and a list of specific questions concerning the chart, the student will be able to accurately read and interpret the chart to answer the questions.	CHARTS
153-0700	Given a table with 5 or less rows and columns, the pupil will find and mark the point of intersection of a specified row and column.	TABLES
153-0800	Given a table and specific questions concerning the table, the student will answer the questions correctly by using the table.	
153-0900	Given a graph (circle, line, or bar) the pupil will correctly answer a set of questions that require interpretation of information from the graph.	GRAPHS
153-1000	Given a graph (circle, line, or bar) the pupil will accurately summarize in written form all of the data presented.	
153-1100	Given a graph (line, bar or circle) the pupil will accurately write descriptive terms (i.e. most, fewest, more, etc.) to express comparisons of amounts on the graphs.	
153-1200	Given a graph, the pupil will state probable outcomes or trends as interpreted from the graph.	
153-1300	Given a bar graph, the student will be able to read the graph correctly.	

Code	Objective	Content Area
153-1400	Given an atlas, the pupil will select the appropriate maps to determine direction, distance, land formation, climate, time zone and population.	ATLAS
153-1500	Given an atlas and a list of specific questions that require use of the atlas, the student will answer the questions correctly.	
153-1600	Given a globe, the pupil will indicate on the globe: (1) north and south with reference to the north pole, south pole and equator, (2) east and west with reference to the Prime meridian.	GLOBE
153-1700	Given a globe and a set of specific questions that require use of the globe, the student will be able to answer the questions correctly.	
153-1800	Given a map and a key containing picture symbols, the pupil will use the key to answer questions that require interpretation of the map.	MAPS
153-1900	Given a map and a key containing nonpictorial symbols, the pupil will use the key to answer questions that require interpretation of the map.	
153-2000	Upon request, the pupil will be able to draw a simple map of his home community including all important points (to the pupil).	
153-2100	Given a map, the pupil will be able to accurately locate and identify points or routes on the map.	
153-2200	Given a map or globe and specific names of points (New York City, etc.) the student will be able to record the latitude and longitude of the points.	
153-2300	Given a map, the student will be able to locate the scale bar and use it to compute the distance between several given points.	

154 LIBRARY USE

Code	Objective	Content Area
154-0100	*When taken to a library, the pupil will be able to locate the various sections of the library (i.e. fiction, non-fiction, pamphlet file, magazines, reference, and catalogue).*	SECTIONS OF LIBRARY
154-0101	Given 5 Dewey Decimal call numbers of books, the pupil will be able to locate such book in the library.	
154-0102	Given 5 tasks requiring information from periodicals, the student will be able to list the appropriate periodicals using the Readers Guide to Periodical Literature.	
154-0103	Given a list of some periodicals in the library, the student will be able to locate them on the library shelves.	
154-0200	*When taken to a library, the student will demonstrate appropriate library behavior by speaking in a low voice and returning materials to their designated areas.*	BEHAVIOR
154-0201	When in a library, the student will be able to explain and use appropriate procedures for checking in and out books and materials.	
154-0300	*Given the name of a book, author or title, the student will be able to use the card catalogue to determine the call number of the book.*	CARD CATALOGUE
154-0301	When questioned, the student will be able to explain the uses of 3 types of card catalogues (by subject, by author, by title).	
154-0302	Given a list of titles, authors and subjects, the pupil will choose the correct drawer to open for each in a card catalogue.	
154-0303	Given sample cards from a card catalogue, the pupil will answer questions about the author's name, contents of a book, publisher, call number, title, etc.	
154-0400	*Given 10 library books, the pupil will determine whether each book is fiction or non-fiction, according to its library markings.*	FICTION/ NONFICTION
154-0500	*Given 5 Dewey Decimal call numbers and a guide to the system, the pupil will list the subject matter of each book.*	DEWEY DECIMAL
154-0600	*Given 5 subject matter areas and a guide to the Library of Congress system, the pupil will list the letter range of each subject area.*	LIBRARY OF CONGRESS

155 ORGANIZING INFORMATION

See Also: 240 Written Language

Code	Objective	Content Area
155-0100	*Given the major points in a formal outline, the pupil will select and fill in second-order points from written paragraphs. (CU 155-5-001)*	OUTLINES
155-0200	*Given a topic and reference materials, the student will demonstrate his knowledge of correct outline form by writing a 4 level outline.* I. __________ A. __________ 1. __________ a. __________	
155-0300	*Given 5 sets, each containing a series of printed steps, the pupil will arrange the steps in correct sequential order by numbering them.*	SEQUENCING
155-0400	*Given a class schedule appropriate for the student, the student will attend classes.*	ATTENDANCE
155-0500	*Given a class schedule appropriate for the student, the student will be to classes on time.*	PROMPTNESS
155-0600	*Given a class setting, the student will sit in his seat when required by the teacher.*	IN SEAT
155-0700	*Given a class setting, the student will attend to the teacher as seen by eye contact, appropriate responses and participation in class.*	ATTENDING
155-0800	*Given a class lecture, the student will be able to independently take notes of the relevant points.*	NOTE TAKING
155-0801	Given a series of fill in the blank questions from a lecture, the student will complete them correctly.	
155-0802	Given an incomplete outline from a lecture, the student will complete the outline correctly.	
155-0900	*Given one assignment appropriate to this student in a one to one small group classroom situation, the student will complete the assignment within a predetermined length of time (not exceeding 30 minutes). (CU 150-5-001)*	SINGLE ASSIGNMENT
155-1000	*Given 2 to 4 short assignments appropriate to the student in a one to one small group classroom situation, the student will complete the assignments within a predetermined length of time (not exceeding 1 hour).*	ASSIGNMENTS
155-1100	*Given one homework assignment appropriate to the student, to be completed in one evening, the student will complete and return the assignment.*	HOMEWORK

Code	Objective	Content Area
155-1200	Given a long-term assignment appropriate to the student, the student will complete and pass in the assignment within the predetermined period of time, (one day to one month).	LONG TERM ASSIGNMENT
155-1300	Informed of a test to be given covering specific subject matter (notes, textbook pages, study sheets, etc.) the student will collect and review the designated material in a way designed to improve performance.	TESTS
155-1400	The student will keep a daily/weekly record of assignments made (including enough information to allow for successful completion) with a system for indicating which assignments have been completed and which remain to be done.	ASSIGNMENT CHECKLIST
155-1500	The student will keep a binder or other notebook containing and organizing work completed and in progress, in a way meaningful to the student and assisting him in completing and handing in work.	NOTEBOOKS
155-1600	The student will learn to organize instructional materials (textbooks, pencils, papers, etc.) in a way meaningful to him and assisting in the efficient completion and handing in of work.	MATERIALS
155-1700	Given an appropriate assignment in a one to one small group classroom study carrol setting, the student will begin work within a predetermined period of time. (Not to exceed 2 minutes).	BEGINNING WORK
155-1800	Given an appropriate assignment in a one to one small group classroom study carrol setting, the student will sustain attention to the task at hand for a period of ____________ minutes. (Not to exceed 1 hour).	SUSTAINED ATTENTION
155-1900	Given an appropriate assignment in a one to one small group classroom study caroll, etc.) setting, the student will complete the assignment meeting predetermined standards of neatness and correctness.	NEATNESS AND QUALITY
155-2000	Given an appropriate follow-up activity to a previously completed assignment (recopying, proofreading, correction of errors, etc.), the student will complete the designated follow-up within a predetermined time and standard of quality, and will return the assignment to the teacher.	FOLLOW-UP

160 PURPOSE AND VALUE OF READING

Code	Objective	Content Area
160-0100	Given a book or other reading material, the pupil will examine the material and state its relevance to his purpose.	READING
160-0200	Given the opportunity, the pupil does recreational reading.	
160-0300	Given the opportunity, the pupil shows initiative and is able to select his own reading material.	
160-0400	Given the opportunity, the pupil selects reading material appropriate to his reading level.	
160-0500	Given the opportunity, the pupil enjoys sharing his reading experiences with others in oral or written form.	
160-0600	Given a booklet for recording purposes, the pupil will keep a brief record of books read, including title, author, summary and impressions or comments concerning the material read.	
160-0700	Given an opportunity for discussion, the pupil orally demonstrates that he knows literature encompasses a wide variety of subject and interest areas.	
160-0800	Given the opportunity, the pupil will orally state the special areas of reading that interest him.	
160-0900	The pupil demonstrates a commitment to reading by encouraging others to read.	VALUE OF READING
160-1000	The pupil, through discussion, demonstrates an awareness of the value of reading (i.e. pupil names, ways in which reading is helpful in everyday life, recognizes value of reading as a means of gaining information).	
160-1100	Given several reading selections of different difficulties, the pupil will determine the readability (easiest to most difficult) of the selections and choose the one that is the best for him.	
160-1200	Given the opportunity the pupil will seek out additional reading materials in areas of interest.	
160-1300	Given a reading assignment, the pupil demonstrates a willingness to read the material to complete the assignment.	
160-1400	The pupil demonstrates his ability to use reading in emotional and intellectual inquiry.	
160-1500	The pupil demonstrates through discussion that leisure reading can expand and amplify his personal goals.	
160-1600	Given the opportunity for discussion, the pupil orally demonstrates that he knows that reading provides vicarious experiences.	

Code	Objective	Content Area
160-1700	The pupil, through discussion, will demonstrate knowledge of the adequacy of his own reading performance.	VALUE OF READING
160-1800	The pupil demonstrates ability to determine his own reading ability by selecting from a variety of selections those which he can read with understanding and by answering comprehension questions to verify that understanding.	
160-1900	Given a reading selection, the pupil will adjust his reading speed to obtain a general impression of the content of the material.	
160-2000	Given a reading selection, the pupil will scan the material to locate specific information designated by the teacher.	
160-2100	Given a reading selection, the pupil will adjust his reading speed to carefully comprehend the meaning, as measured by the pupil's ability to respond to oral questions.	READING SPEED
160-2200	Given the opportunity and appropriate reading material, the pupil will read for information, including practical self-improvement reading.	COMPREHENSION

170 PRACTICAL READING

See Also: 140 Reading Comprehension
142 Vocabulary

Code	Objective	Content Area
	Common signs and their approximate grade level equivalents:	SIGNS
	Grade 1 Go, In, Out, Hot, Men, Cold, Exit, Wait, Walk, Police	
	Grade 2 Women, Danger, Poison, Ladies, Warning, Toilet, Keep out, Gentlemen, Telephone, Restrooms, Closed	
	Grade 3 First Aid, Dangerous, For Sale, Bus Stop, Hands Off, Fire Alarm, Don't Walk, No Swimming, Wet Paint, No Admittance, This Way Out	
	Grade 4 Emergency Exit, Fire Escape, Do Not Touch, Do Not Enter, Do Not Disturb, High Voltage, Beware of Dog, Watch Your Step, Employees Only, No Trespassing, First Aid Station	
170-0100	*Given a set of signs appropriate for his age and grade level, the pupil will read the signs correctly and tell what they mean. (CU 170-5-001)*	
	Common direction words and their approximate grade level equivalents:	
	Grade 1 Color, Draw, Write, Read, Circle, Mark, Count, Show, Cut, Find, Open, Print	
	Grade 2 Paste, Match, Put, Place, Copy, Close, Choose, Trace, Underline, Turn, Hold, Start	
	Grade 3 List, Check, Cross, Follow, Touch, Sign, Divide, Fold, Bend	
	Grade 4 Measure, Select, Crease, Complete	
170-0200	*Given a written direction appropriate to his grade level, the student will be able to read the direction and follow it correctly. (CU 140-5-003)*	
170-0300	*Given words to read concerned with coins and currency, the student will be able to read the words correctly.*	COINS/ CURRENCY
170-0400	*Given a written recipe, the student will read it silently and answer comprehension questions about it. (CU 170-5-004, 170-5-003)*	RECIPES
170-0500	*Given a specific recipe containing capacity measurements. the student is able to read and follow them.*	

Code	Objective	Content Area
170-0600	Given a list of words and abbreviations commonly used on income tax forms, the student will be able to read the list.	GOVERNMENT FORMS
170-0700	Given a simulated W-2 form, the student will be able to read the list.	
170-0800	Given an IRS manual on the 1040A form, the student will be able to read and understand it.	
170-0900	Given a list of vocabulary words dealing with money management, the student will be able to read each word and use it in a written sentence.	MONEY MANAGEMENT
170-1000	Given reading materials on budgeting and how to make a budget, the student will be able to develop a simple outline for a budget.	
170-1100	Given materials on the characteristics of a wise consumer, the student will read and discuss the materials.	
170-1200	Given catalogue vocabulary and abbreviations, the student will be able to read the words correctly.	CATALOGUE
170-1300	Given a catalogue, the student will be able to read descriptive information about the items.	
170-1400	Given a catalogue order blank form, the student will be able to read it and fill it in correctly.	
170-1500	Given a list of items to be purchased and an index to a consumer guide, the student will be able to use the index to find issues containing the ratings for desired items.	SHOPPING
170-1600	Given a shopping list containing 10 items, the student will select correct items from examples of labels. (CU 170-5-002)	
170-1700	Given a list of vocabulary words and abbreviations related to comparison shopping, the student will read the list and use each word in a sentence.	
170-1800	Given a list of vocabulary words from sale ads, the student will be able to read the words and explain their use.	
170-1900	Given a list of vocabulary words commonly associated with advertising, the student will read the words and use each word in a sentence.	
170-2000	Given vocabulary associated with inappropriate forms of selling (e.g. "bait and switch") the student will be able to read the words and use them correctly in a sentence.	
170-2100	Given a list of terms related to buying and maintaining a car, the student will use each in a written sentence.	MENUS
170-2200	Given words commonly found on menus, the student will read and explain the meaning of the words. (CU 170-5-007)	

Code	Objective	Content Area
170-2300	Given a list of words from manufacturer's labels and/or care instructions, the student will read the words and define them.	PRODUCT CARE
170-2400	Given a list of terms commonly used in banking services, the student will read the words and use them in sentences to indicate an understanding of their meaning.	BANKING
170-2500	Given a list of terms commonly used in credit systems, the student will read the words and use them in sentences to indicate an understanding of their meaning.	CREDIT
170-2600	Given a list of terms commonly related to insurance programs, the student will read the words and use them in sentences to indicate an understanding of their meaning.	INSURANCE
170-2700	Given a 12 month calendar, the student will answer comprehension questions about the calendar.	CALENDAR
170-2800	Given a list of terms dealing with environmental terms, the student will read the words and use them in sentences. (CU 170-5-006)	ENVIRONMENT
170-2900	Given a weekly television guide, the student will be able to locate and answer questions about its contents. (CU 170-5-008)	TV SCHEDULE
170-3000	Given a newspaper television schedule, the student will read it and answer comprehension questions. (CU 170-5-009)	
170-3100	Given a list of words commonly used in health and safety, the student will read the words and explain their meaning. (CU 170-5-010)	HEALTH & SAFETY
170-3200	Given a variety of want ads from a newspaper, the student will be able to read the ads and explain their meaning.	WANT-ADS
170-3300	Given a basic job application form, the student will be able to read it and explain what goes in the blanks.	JOB APPLICATION
170-3400	Given directions on how to use an appliance/product, the student will read the directions and demonstrate use of the appliance/product.	PRODUCT DIRECTIONS
170-3500	Given directions on the care of an appliance/product, the student will read the directions and explain the care needed.	

210 NON-ORAL LANGUAGE

See Also III Visual Readiness

Code	Objective	Content Area
210-0100	*The student will be able to demonstrate understanding of thoughts, ideas, or concepts through other means than listening and/or reading.*	UNDERSTANDING
210-0101	The student will be able to understand thoughts, ideas or concepts through speech reading.	
210-0102	The student will be able to understand thoughts, ideas, or concepts through finger spelling.	
210-0103	The student will be able to understand thoughts, ideas, or concepts through sign language.	
210-0104	The student will be able to understand thoughts, ideas, or concepts through total communication (speech reading, fingerspelling, and sign language).	
210-0105	The student will be able to understand thoughts, ideas, or concepts through Braille Writing.	
210-0106	The student will be able to understand thoughts, ideas, or concepts through use of a communication board.	
210-0107	The student will be able to understand feelings or ideas through body language.	
210-0200	*The student will be able to express ideas or feelings through other means than speaking and/or writing.*	EXPRESSION
210-0201	The student will be able to express thoughts or ideas through fingerspelling.	
210-0202	The student will be able to express thoughts or ideas through sign language.	
210-0203	The student will be able to express thoughts or ideas through typing or Braille writing.	
210-0204	The student will be able to express thoughts or ideas through the use of a communication board.	
210-0205	The student will be able to express thoughts or feelings through the use of body language.	

211 SPEECH READING

Code	Objective	Content Area
211-0100	*Given a conversation with two persons, the student will speechread the conversation.*	CONVERSATION
211-0200	*Given a conversation with the teacher, the student will speechread the teacher.*	TEACHER
211-0201	Given pictured nouns named without voice, the student will speechread and point to the corresponding picture.	
211-0202	Given a group of pictured pronouns named by the teacher, the student will speechread and point to the corresponding picture.	
211-0203	Given a group of adjectives combined with the pictured nouns named without voice (the small apple), the student will speechread and point to the corresponding picture representing the adjective.	
211-0204	Given a group of pictured actions named without voice, the student will speechread and point to corresponding pictures representing the verb.	
211-0205	Given a group of actions named without voice, the student will speechread and then perform the action. named.	
211-0206	Given a group of pictured prepositional phrases named without voice, the student will speechread and point to the corresponding picture representing the prepositional phrase.	
211-0207	Given a group of phrases containing a verb and and an adverb (walk slowly) named without voice, the student will speechread commands and then perform the action.	
211-0208	Given a group of commands named without voice, the student will speechread the sentence and point to the picture that best illustrates the sentence.	
211-0209	Given a group of printed words pronounced by the teacher, the student will speechread the word and then match the printed word with the picture.	
211-0210	Given a list of printed words pronounced by the teacher, the student will speechread greetings and idioms and point to the corresponding printed words.	

Code	Objective	Content Area
		TEACHER
211-0211	Given a group of printed sentences, the student will speechread the sentences and then point to the corresponding printed sentence.	
211-0212	Given short stories read aloud, the student will speech read the story and then point to the picture that best represents what happened in the story.	
211-0213	Given an informational paragraph read aloud, the student will speechread and then answer multiple choice questions asked by the teacher regarding the main idea, specific details, or inferences.	

212 FINGERSPELLING

Code	Objective	Content Area
212-0100	*The student will fingerspell conversations about a picture rapidly.*	PICTURES
212-0200	*The student will fingerspell a casual conversation rapidly.*	CONVERSATION
212-0201	The student will watch the face and body of the fingerspeller.	
212-0202	The student will recognize the finger movement for own name.	
212-0203	The student will recognize the finger movement for names of classmates and siblings.	
212-0204	The student will recognize the finger movement for three and four letter words.	
212-0205	The student will imitate the first letter of own name.	
212-0206	The student will imitate the first letter of the names of his classmates.	
212-0207	The student will imitate three and four letter words.	
212-0208	The student will point to pictures of three and four letter words which have been fingerspelled.	
212-0209	The student will fingerspell his own name without a model.	
212-0210	The student will fingerspell the names of his classmates.	
212-0211	The student will fingerspell three and four letter words.	
212-0212	The student will point to pictures of five to eight letter words which have been fingerspelled.	
212-0213	The student will demonstrate understanding of two or three word phrases by carrying out an action.	
212-0214	The student will point to randomly arranged letters which have been fingerspelled.	
212-0215	The student will imitate the letters of the alphabet when they are fingerspelled by the teacher.	
212-0216	The student will fingerspell double letters.	
212-0217	The student will fingerspell all letters of the alphabet without a model.	
212-0218	The student will produce three and four letter words without a model.	

Content Area
CONVERSATION

Code	Objective
212-0219	The student will imitate the spelling of five to eight letter words without a model.
212-0220	The student will point to picture of more than eight letters which have been fingerspelled.
212-0221	The student will imitate words with more than eight letters when fingerspelled by the teacher.
212-0222	The student will fingerspell words of more than eight letters.
212-0223	The student will point to pictures related to phrases which have been fingerpainted.
212-0224	The student will point to printed phrases related to phrases which have been fingerspelled.
212-0225	The student will point to pictures related to sentences of four and five words which have been fingerspelled.
212-0226	The student will point to printed sentences which relate to four and five word sentences which have been fingerspelled.
212-0227	The student will identify punctuation when fingerspelled in a sentence.
212-0228	The student will fingerspell four and five word sentences.
212-0229	The student will point to pictures which relate to sentences of more than five words.
212-0230	The student will point to printed sentences which relate to sentences of more than five words.
212-0231	The student will fingerspell sentences of more than five words.
212-0232	The student will fingerspell questions.
212-0233	The student will fingerspell conversations.

213 SIGN LANGUAGE

Code	Objective	Content Area
213-0100	*The student will sign conversations making his thoughts known.*	
213-0101	The student will use gestures to make his wants known.	
213-0102	The student will watch the face and body of the speaker for communication clues.	
213-0103	The student will imitate single signs expressing wants and needs.	
213-0104	The student will initiate single signs expressing wants and needs (C.U. 213-5-006, 213-5-013)	
213-0105	The student will respond to the sign and form his own name.	
213-0106	The student will imitate the sign for his own name.	
213-0107	The student will initiate the sign for his own name.	
213-0108	The student will match the sign for classmates names with the classmate.	
213-0109	The student will imitate the sign for his classmates' names.	
213-0110	The student will initiate the sign for his classmates' names.	
213-0111	The student will point to objects when signed by another person. (C.U. 213-5-002, 213-5-004 213-5-012)	
213-0112	The student will imitate the sign for objects.	
213-0113	The student will initiate the sign for objects. (C.U. 213-5-003, 213-5-005, 213-5-008)	
213-0114	The student will match adjective signs signed by another person.	
213-0115	The student will initiate adjective signs. (C.U. 213-5-001)	
213-0116	The student will match action verbs signed by another person.	
213-0117	The student will initiate action verbs signed by another person.	
213-0118	The student will read and sign phrases.	
213-0119	The student will read and sign kernel sentences with noun and verb phrases.	

Code	Objective	Content Area
213-0120	The student will read and sign pronouns and possessive pronouns.	
213-0121	The student will read and sign the present form of verbs.	
213-0122	The student will read and sign articles, conjunctions, numbers, plurals, prepositions, prefixes, and suffixes. (C.U. 213-5-010, 213-5-011)	
213-0123	The student will read and sign questions.	
213-0124	The student will initiate signed conversation. (C.U. 213-5-007)	
213-0125	The student will read and sign described events in the past tense.	
213-0126	The student will read and sign events in the future tense.	
213-0127	The student will read and sign compound sentences.	
213-0128	The student will read and sign complex sentences.	

220 ORAL LANGUAGE (RECEPTIVE AND EXPRESSIVE)

See Also: 110 Readiness, 112 Auditory Readiness

Code	Objective	Content Area
220-0100	*Given auditory tasks to attend, the student will direct his listening to the task.*	
220-0200	*Given auditory tasks, the student will identify gross sounds and specific phonemes.*	
220-0300	*Given auditory tasks, the student will tell which sounds, words, or sentences are the same or different.*	
220-0400	*Given auditory tasks, the student will be able to analyze words.*	
220-0500	*Given auditory tasks, the student will be able to synthesize sounds into meaningful words.*	
220-0600	*Given auditory tasks, the student will be able to repeat numerals, letters, words or sentences in the same sequence presented*	
220-0700	*Given a listening situation, the student will be able to answer questions regarding the main idea, specific details, and drawing conclusions.*	

221 - AUDITORY PERCEPTION

See Also: 110 Readiness, 112 Auditory Readiness, 122 Structural Analysis,
121 Phonetic Analysis, 123 Sound/Symbol

Code	Objective	Content Area
		ENVIRONMENTAL SOUNDS
221-0100	Given an environmental sound, the student will be able to tell the meaning of the sound heard. (C.U. 22l-5-002)	
221-0200	Given an environmental sound, the student will be able to locate the direction of the sound. (C.U. 222-5-003 222-5-005)	
221-0300	Given a selection for the student to read aloud, the student will be able to correct any mispronunciations while reading.	CORRECTING MIS-PRONUNCIATIONS
221-0400	Given a spontaneous speaking situation, the student will be able to correct any mispronunciation, dysfluencies, or misarticulations in his speech.	
221-0500	Given a word, phrase or sentence spoken by the teacher, the student will be able to tell the position of a given phoneme in a word or which words contain a given phoneme in a phrase or sentence.	PHONEME POSITION
221-0600	Given sentences read aloud by the teacher, the student will be able to tell when he hears a mispronunciation, a misarticulation, or a dysfluency made intentionally by the teacher.	SOUNDS/WORDS
221-0601	Given mixed pairs of environmental sounds, the student will match those that are alike. (C.U. 221-5-001, 222-5-001)	
221-0602	Given a tape of recorded environmental sounds, the student will name the sounds. (C.U. 222-5-005)	
221-0603	Given various sounds and noises made by the teacher, the student will tell the number of times the sound pattern is heard.	
221-0604	Given sounds made soft and loud, the student will tell if the sound is soft or loud.	
221-0605	Given sounds that are high or low, the student will tell if the sound is high or low.	
221-0606	Given words mispronounced by the teacher, the student will be able to tell if the word is said correctly or incorrectly.	
221-0607	Given sentences some with correct sequence of words and some with incorrect sequence, the student will tell which one makes sense.	
221-0608	Given sentences read aloud by the teacher, the student will be able to tell which words contained the target sound.	

Code	Objective	Content Area
221-0609	Given riddles read by the teacher, the student will be able to answer the riddle with a word beginning with the target sound.	SOUNDS/WORDS
221-0610	Given sentences read aloud by the teacher, the student will be able to count the number of words in the sentence. (C.U. 222-5-004)	
221-0611	Given number of beats on a drum, the student will clap the same number. (C.U. 233-5-004)	
221-0700	*Given words presented orally by the teacher, the student will tell whether the words are the same or different. (C.U. 112-5-008)*	AUDITORY DISCRIMINATION
221-0701	Given two words presented orally by the teacher, the student will tell whether the two words are the same or different.	
221-0702	Given four words presented orally, the student will tell which word is different.	
221-0800	*Given words pronounced by the teacher, the student will tell if the words rhyme. (C.U. 112-5-006)*	
221-0801	Given two words pronounced aloud, the student will tell if the two words rhyme.	
221-0802	Given four words pronounced aloud,the student will tell which word does not rhyme.	
221-0900	*Given two words that rhyme, the student will name another rhyming word. (C.U. 112-5-010)*	
221-1000	*Given words presented orally by the teacher, the student will tell if the words contain the same sound. (C.U. 112-5-007)*	
221-1001	Given a list of paired words read aloud, the student will tell whether the paired words begin with the same sound.	
221-1002	Given a list of paired words read aloud the student will tell whether the paired words end with the same sound.	
221-1100	*Given a list of words that end with the consonant sounds of our language pronounced by the teacher, the student will make the ending sound in each word.*	
221-1200	*Given a list of words beginning with each consonant sound of our language pronounced by the teacher, the student will make the beginning sound of each word.*	
221-1300	*Given a list of words presented orally, the student will be able to tell which word contains the target sound. (C.U. 112-5-009)*	
221-1301	Given three words presented orally, the student will tell which ones have the long oo sound.	

Code	Objectives	Content Area
221-1302	Given three words presented orally, the student will tell which words do not have the long oo sound.	AUDITORY DISCRIMINATION
221-1303	Given three words presented orally, the student will tell which words have the short oo sound.	
221-1304	Given three words presented orally, the student will tell which words do not have the short oo sound.	
221-1305	Given three words presented orally, the student will tell which words have the oy sound.	
221-1306	Given three words presented orally, the student will tell which words do not have the oy sound.	
221-1307	Given three words presented orally, the student will tell which words have the ow sound.	
221-1308	Given three words presented orally, the student will tell which words do not have the ow sound.	
221-1309	Given three words presented orally, the student will tell which words have the er sound.	
221-1310	Given three words presented orally, the student will tell which words do not have the er sound.	
221-1400	*Given a series of pictures, the student will be able to mark the pictures containing the target sound.*	
221-1401	Given a series of pictures, the student will mark the pictures that begin with the same consonant sound. (C.U. 112-5-001)	
221-1402	Given a series of pictures, the student will mark the picture that does not begin with the same consonant sound.	
221-1403	Given a series of pictures, the student will mark the pictures that end with the same consonant sound.	
221-1404	Given a series of pictures,the student will mark the picture or pictures that do not end with the same consonant sound.	
221-1405	Given an auditory clue (rhymes with____, begins with /____/), the student will pronounce a rhyming word from the auditory clue given.	
221-1406	Given a series of pictures, the student will mark the pictures that rhyme.	
221-1407	Given a series of pictures, the student will mark the picture that does not rhyme.	
221-1408	Given a series of pictures, the student will mark the pictures that have the short a sound.	

Code	Objective	Content Area
221-1409	Given a series of pictures,the student will mark the pictures that do not have the short a sound.	AUDITORY DISCRIMINATION
221-1410	Given a series of pictures, the student will mark the pictures that have the short e sound.	
221-1411	Given a series of pictures,the student will mark the pictures that do not have the short e sound.	
221-1412	Given a series of pictures, the student will mark the pictures that have the short i sound.	
221-1413	Given a series of pictures,the student will mark the pictures that do not have the short i sound.	
221-1414	Given a series of pictures, the student will mark the pictures that have the short o sound.	
221-1415	Given a series of pictures, the student will mark the pictures that do not have the short o sound.	
221-1416	Given a series of pictures, the student will mark the pictures that have the short u sound.	
221-1417	Given a series of pictures, the student will mark the pictures that do not have the short u sound.	
221-1418	Given a series of pictures, the student will mark the pictures which have the long a sound.	
221-1419	Given a series of pictures, the student will mark the pictures which do not have the long a sound.	
221-1420	Given a series of pictures, the student will mark the pictures which have the long e sound.	
221-1421	Given a series of pictures, the student will mark the pictures which do not have the long e sound.	
221-1422	Given a series of pictures, the student will mark the pictures which have the long i sound.	
221-1423	Given a series of pictures, the student will mark the pictures which do not have the long i sound.	
221-1424	Given a series of pictures, the student will mark the pictures which have the long o sound.	
221-1425	Given a series of pictures, the student will mark the pictures which do not have the long o sound.	
221-1426	Given a series of pictures, the student will mark the pictures which have the long u sound.	
221-1427	Given a series of pictures, the student will mark the pictures which do not have the long u sound.	
221-1428	Given a series of pictures, the student will mark the pictures which have the ow sound.	

Code	Objective	Content Area
221-1429	Given a series of pictures, the student will mark the pictures which do not have the ow sound.	AUDITORY DISCRIMINATION
221-1430	Given a series of pictures, the student will mark the pictures which have the long oo sound.	
221-1431	Given a series of pictures, the student will mark the pictures which do not have the long oo sound.	
221-1432	Given a series of pictures, the student will mark the pictures which have the short oo sound.	
221-1433	Given a series of pictures, the student will mark the pictures which do not have the short oo sound.	
221-1434	Given a series of pictures, the student will mark the pictures which have the sound of oy.	
221-1435	Given a series of pictures, the student will mark the pictures which do not have ths sound of oy.	
221-1436	Given a series of pictures, the student will mark the pictures which have the er sound.	
221-1437	Given a series of pictures, the student will mark the pictures which do not have the er sound.	
221-1500	*Given a word presented orally, the student will be able to unblend the word phoneme by phoneme. (C.U. 112-5-002)*	AUDITORY ANALYSIS
221-1600	*Given a word presented orally, the student will be able to pronounce the word syllable by syllable.*	
221-1700	*Given words presented orally, the student will be able to name the prefix, the root word, and the suffix.*	
221-1800	*Given words presented orally, the student will be able to make the beginning and ending sounds heard in each word. C.U. 112-5-001*	
221-1900	*Given words containing only one vowel sound, the student will make the vowel sound heard in the word pronounced by the teacher.*	
221-1901	Given two-syllable words orally presented, the student will pronounce the word omitting the final syllable. (doorstep)	
221-1902	Given two syllable words orally presented, the student will pronounce the word omitting the initial syllable. (birthday)	
221-1903	Given one-syllable words presented orally, the student will pronounce each word omitting the final consonant sound. (feet)	
221-1904	Given one-syllable words presented orally, the student will pronounce each word omitting the initial consonant sound. (bout)	

Code	Objective	Content Area
221-1905	Given a list of one-syllable words beginning with a consonant blend presented orally, the student will pronounce each word omitting the second consonant sound of the blend. (drown)	AUDITORY ANALYSIS
221-1906	Given one-syllable words beginning with consonant blends, the student will pronounce the word omitting the first sound of the consonant blend. (train)	
221-1907	Given one-syllable words ending with consonant blends, the student will pronounce the word omitting the final sound in the consonant blend. (bust)	
221-1908	Given one-syllable words ending with consonant blends presented orally, the student will pronounce the word omitting the first consonant blend sound. (desk)	
221-1909	Given three-syllable words presented orally, the student will say the word omitting the medial syllable. (reproduce)	
221-1910	Given words containing up to five syllables presented orally, the student will tell the number of syllables (beats) heard in each word.	
221-1911	Given words containing up to five sounds presented orally, the student will tell how many sounds are heard in each word.	
221-1912	Given words presented orally, the student will tell in what position (beginning, middle, end) a designated sound is heard.	
221-1913	Given words containing up to five sounds presented orally, the student will say each sound in sequential order within each word. (unblending)	
221-2000	*Given a list of polysyllabic words orally presented, the student will be able to listen to each syllable and blend the syllables into a meaningful word. C.U. 112-5-003*	AUDITORY SYNTHESIS
221-2100	*Given a sequence of phonemes presented orally, the student will be able to listen to each phoneme and blend the phonemes into a meaningul word.*	
221-2200	*Given a partially pronounced word, the student will be able to pronounce the entire word.*	
221-2201	Given a list of compound words pronounced by the teacher at one second intervals for each syllable, the student will synthesize the two syllables pronouncing the whole word.	
221-2202	Given a list of three-syllable words pronounced by the teacher at one second intervals for each syllable, the student will synthesize the three syllable pronouncing the whole word.	

Code	Objective
221-2203	Given a list of four-syllable words pronounced at one-second intervals for each syllable by the teacher, the student will be able to synthesize the four syllables pronouncing the whole word.
221-2204	Given list of five-syllable words pronounced at one-second intervals for each syllable by the teacher, the student will be able to synthesize the five syllables pronouncing the whole word.
221-2205	Given words with two sounds pronounced sound by sound, the student will synthesize the sounds and pronounce the whole word.
221-2206	Given words with three sounds pronounced sound by sound, the student will synthesize the sounds and pronounce the whole word.
221-2207	Given words with four sounds pronounced sound by sound the student will synthesize the sounds and pronounce the whole word.
221-2208	Given words with five sounds pronounced sound by sound, the student will synthesize the sounds and pronounce the whole word.
221-2209	Given words with six sounds pronounced sound by sound, the student will synthesize the sounds and pronounce the whole word.

222 LISTENING

See Also: 110 Readiness, 112 Auditory Readiness

Code	Objective	Content
		ATTENDING
222-0100	Given instructions by the teacher, the student will watch and listen to the presentation for at least _____ minutes.	
222-0200	Given a task to perform, the student will attend to the task for a full class period without supervision.	
222-0201	Given instructions by the teacher, the student will look in the direction of the speaker.	
222-0202	Given instructions by the teacher, the student will look at the face of the speaker.	
222-0203	Given oral instructions by the teacher, the student will look at the mouth of the speaker.	
222-0204	Given conversation with another person, the student will maintain eye contact.	
222-0205	Given a conversation with another person, the student will reply to the conversational questions appropriately.	
222-0206	Given instructions by the teacher, the student will get the required material.	
222-0207	Given instructions by the teacher, the student will organize the materials as instructed.	
222-0208	Given instructions by the teacher, the student will use materials as instructed.	
222-0209	Given an easy or familiar task, the student will attend to written, verbal, motor, or listening tasks from ____ to _____ seconds when supervised.	
222-0210	Given an easy or familiar task, the student will attend to a task from _____ to _____ seconds without supervision.	
222-0211	Given an easy or familiar task, the student will attend to a task for _____ minutes when supervised.	
222-0212	Given a difficult task, the student will attend to the task for _____ seconds with supervision.	
222-0213	Given a difficult task the student will attend to the task for _____ seconds without supervision.	
222-0214	Given a task, the student will attend to the task for _____ minutes with supervision.	
222-0215	Given a task, the student will attend to the task for _____ minutes without supervision.	

Code	Objective	Content Area
		ATTENDING
222-0216	Given a task to complete, the student will work in a small group for _____ minutes.	
222-0217	Given a task to complete, the student will attend to the task for a full class period with supervision.	

223-AUDITORY MEMORY

See Also: 112 Auditory Readiness

Code	Objective	Content Area
223-0100	*Given a short story read aloud by the teacher, the student will be able to remember at least five points about the story. C.U. 223-5-004*	SHORT STORY
223-0200	*Given a task of three commissions presented orally by the teacher the student will be able to carry out all three commissions in the given sequence. C.U. 223-5-005 223-5-010, 233-5-002, 233-5-003, 233-5-005.*	COMMISSIONS
223-0300	*Given a series of words presented orally by the teacher, the student will be able to repeat the words in the same sequence. C.U. 223-5-001, 223-5-002.*	SEQUENCE OF WORDS
223-0301	Given three related words presented orally, the student will say the words in the same sequence.	
223-0302	Given four related words presented orally, the student will say the words in the same sequence. C.U. 223-5-006	
223-0303	Given five related words presented orally, the student will say the words in the same sequence.	
223-0304	Given six related words presented orally, the student will say the words in the same sequence.	
223-0400	*Given a series of numerals or letters presented orally, the student will be able to repeat the numerals or letters in the same sequence. C.U. 223-5-003, 223-5-009*	
223-0401	Given three numerals and/or letters presented orally, the student will say the numerals and/or letters in the same sequence.	
223-0402	Given four numerals and/or letters presented orally, the student will say the numerals and/or letters in the same sequence.	
223-0403	Given five numerals and/or letters presented orally, the student will say the numerals and/or letters in the same sequence.	
223-0404	Given six numerals and/or letters presented orally, the student will say the numerals and/or letters in the same sequence. C.U. 223-5-008	
223-0405	Given seven numerals and/or letters presented orally, the student will say the numerals and/or letters in the same sequence.	

Content Area
SENTENCES

Code	Objective
223-0500	*Given a sentence presented orally, the student will be able to repeat the sentence in the same order.*
223-0501	Given a six syllable sentence presented orally, the student will repeat the sentence in the same order. C.U. 223-5-007
223-0502	Given an eight syllable sentence presented orally, the student will repeat the sentence in the same order.
223-0503	Given a ten syllable sentence presented orally, the student will repeat the sentence in the same order.
223-0504	Given a twelve syllable sentence presented orally, the student will repeat the sentence in the same order.
223-0505	Given a sentence of fifteen syllables presented orally, the student will repeat the sentence in the same sequence.
223-0506	Given a sentence of eighteen syllables presented orally, the student will repeat the sentence in the same sequence.
223-0507	Given a sentence of twenty syllables presented orally, the student will repeat the sentence in the same sequence.
223-0508	Given a sentence of twenty-five syllables presented orally, the student will repeat the sentence in the same sequence.

224 PRE-ARTICULATION

Code	Objective	Content Area
224-0100	*Given sentences of ___ syllables, the student will be able to initiate the sentence with adequate articulation and volume.*	
224-0101	Given a relaxed inhalation demonstrated by the teacher, the student will imitate a relaxed inhalation.	
224-0102	Given a command by the teacher, the student will initiate a relaxed deep inhalation.	
224-0103	Given a demonstration of panting,the student will imitate panting like a dog.	
224-0104	Given the word "pant", the student will pant gently.	
224-0105	Given a prolonged exhalation demonstration by the teacher, the student will imitate an exhalation for at least ten seconds.	
224-0106	Given a slip of paper placed six inches from the mouth, the student will sustain a continuous stream of air for at least ten seconds.	
224-0107	Given the vowels /ē/, /ŏ/, and /o͞o/, the student will sustain the phonation of each vowel sound for at least 15 seconds.	
224-0108	Given a demonstration of clicking teeth together, the student will imitate the jaw movement making 3 to 4 movements in 5 seconds.	
224-0109	Given a demonstration of opening and closing the mouth, the student will open the mouth as wide as possible then close the mouth slowly.	
224-0110	Given a demonstration by the teacher for the pucker-smile movement, the student will move from the o͞o position to the ē position at least 5 times in ten seconds.	
224-0111	Given the syllable 'puh', the student will pronounce the syllable 4 to 5 times per second on 10 second trials.	
224-0112	Given the syllable "tuh", the student will pronounce the syllable 4 to 5 times per second on 10 second trials.	
224-0113	Given the syllables "puh, tuh, kuh", the student will pronounce the syllables at least one time per second.	
224-0114	Given the word "daddy", the student will say the word at least 25 times in ten seconds.	

Code	Objective	Content Area
224-0115	Given a stabalized mandible, the student will raise the tongue tip to the gum ridge ten times in ten seconds.	
224-0116	Given the demonstration of moving the tongue from side to side, the student will move the tip of the tongue from the corners of the mouth at least ten times in ten seconds.	
224-0117	Given a demonstration in thrusting the tongue forward, the student will move the tongue in a forward protrusion at least three times per second for five seconds.	
224-0118	Given a demonstration in sweeping the roof of the mouth, the student will curl the tongue upward, sweep it across the roof of the mouth and down behind the lower front teeth.	
224-0019	Given a list of words, the student will imitate the words with adequate clarity and loudness. Given a group of pictures, the student will name the pictures with adequate clarity and loudness.	
224-0120	Given sentences of _____syllables, the student will be able to imitate the sentence with adequate articulation and volume.	

225 ARTICULATION

Code	Objective	Content Area
225-0100	*Given a signal made by the teacher, the student will initiate the target sound/_/ in isolation.*	TARGET SOUND ISOLATIO
225-0101	Given the target sound, /__/, made in isolation by the teacher the student will imitate the target sound.	
225-0102	Given a chart of written letters that stand for the target sound and including several foil sounds, the student will make the target sound when it appears. C.U. 112-5-005	
225-0200	*Given a printed copy of list of syllables with the target sound in the initial, final and medial positions, the student will read the syllables using the target sound.*	TARGET SOUND READING
225-0201	Given a list of syllables with the target sound in the initial position, the student will imitate the syllable pronounced by the teacher.	
225-0202	Given a list of syllables with the target sound in the final position, the student will imitate the syllable prounounced by the teacher.	
225-0203	Given a list of syllables with the target sound in the position, the student will imitate the target sound in the syllable pronounced by the teacher.	
225-0300	*Given a group of pictures with the target sound in the initial, final, and medial position pronounced by the teacher, the student will initiate the names of the pictures.*	TARGET SOUND PICTURE NAMES
225-0301	Given a group of pictures with the target sound in the initial position, the student will imitate the pronunciation of the name of the picture with the target sound in the initial position.	
225-0302	Given a group of pictures with the target sound in the final position, the student will imitate the pronunciation of the name of the picture with the target sound in the final position.	
225-0303	Given a group of pictures with the target sound in the medial position, the student will imitate the pronunciation of the name of the picture with the target sound in the medial position.	
225-0304	Given a list of words read aloud by the teacher, the student will signal when he hears a word pronounced by the teacher which contains the target sound.	
225-0305	Given a list of words pronounced by the teacher, the student will tell in what position the target sound is [illegible]	

Code	Objective	Content Area
225-0400	Given a structured speaking situation, the student will answer questions using the target sound in short phrases.	TARGET SOUND QUESTION
225-0500	Given a group of pictures containing the target sound the student will name the picture with the target sound, and use the word in a short sentence.	TARGET SOUND PICTURES SENTENCES
225-0600	Given a group of sentences containing the target sound, the student will read aloud the sentences containing the target sound.	TARGET SOUND SENTENCES
225-0700	Given a written paragraph containing the target sound, the student will read aloud the paragraph containing the target sound.	TARGET SOUND PARAGRAPHS
225-0800	Given a group of two to four persons, the student will use the target sound in spontaneous conversation. C.U. 225-5-001	TARGET SOUND CONVERSATION

230 LANGUAGE DEVELOPMENT

See Also: 110 Readiness, 142 Vocabulary

Code	Objective	Content Area
230-0100	Given a structured speaking situation, the student will be able to express his ideas in speech which is clear enough to be understood (articulation, syntactic, semantic).	EXPRESSION STRUCTURED SITUATION
230-0200	Given a structured speaking situation, the student will be able to express his ideas in speech which is loud enough to be heard.	
230-0300	Given a structured speaking situation, the student will be able to express his ideas in a voice which is pleasant to listen to.	
230-0400	Given a spontaneous speaking situation, the student will be able to express his ideas in speech which is clear enough to be understood, loud enough to be heard, and pleasant to listen to.	EXPRESSION SPONTANEOUS SITUATION
230-0500	Given a spontaneous speaking situation, the student will maintain appropriate distance when speaking to another person.	
230-0600	Given a spontaneous speaking situation, the student will respond with appropriate greetings and farewells.	
230-0700	Given a spontaneous speaking situation, the student will be able to ask for needed item.	
230-0800	Given a spontaneous speaking situation, the student will be able to use the words "please", "thank you", or "you're welcome" appropriately.	
230-0900	Given a spontaneous speaking situation, the student will be able to answer the telephone and respond to questions.	
230-1000	Given a spontaneous situation, the student will be able to speak using appropriate pitch.	
230-1100	Given a spontaneous speaking situation, the student will be able to speak using appropriate speed.	
230-1200	Given a spontaneous situation the student will be able to articulate all of the phonemes correctly.	
230-1300	Given a spontaneous speaking situation the student will be able to take a message given over the telephone.	
230-1400	Given an object, the student will be able to describe the object. C.U. 234-5-006	DESCRIPTION
230-1500	Given a picture, the subject will be able to describe the picture.	
230-1600	Given a story read to the student, the student will retell the story.	STORY
230-1700	Given a message to deliver, the student will state the information clearly.	MESSAGE
230-1800	Given the points to be included in an oral report, the student will take notes and report orally.	REPORTS

Code	Objective	Content Area
230-1900	*Given the types of information needed, the student will interview a person, organize the information, and make an oral presentation to share the information.*	INTERVIEWS
230-2000	*Given a structured speaking situation, the subject will be able to define words appropriately.*	DEFINITIONS
230-2001	Given a group of pictured objects, the student will be able to name each picture giving it function or class.	
230-2002	Given a category, the student will be able to name objects or things within that class or category.	
230-3000	*Given a structured speaking situation, the student will be able to retrieve the appropriate word.* C.U.232-5-002, 234-5-009.	WORD RETRIEVAL
230-3001	Given a page of pictures in rows, the student will name the pictures rapidly in a left to right sequence.	
230-3002	Given a series of riddles, the student will complete the riddle.	
230-3003	Given a group of sentences read by the teacher, the student will complete the sentence with an appropriate word.	
230-3004	Given a series of things that go together with the first one named by the teacher, the student will name the second word in the combination. (Bread and_____)	
230-3005	Given a word pronounced by the teacher, the student will give the antonym.	
230-3006	Given a word pronounced by the teacher, the student will name a synonym.	
230-3007	Given a list of words in groups of four, the student will read each word aloud and tell which one does not belong in the group given the reason why.	
230-3008	Given a list of questions read aloud, the student will say the words in a sentence demonstrating the meaning of each word. (up, down, over, under, in front, behind, left, right, before, after, next to, between, first, last, top, bottom, inside, outside, on, in, across,) C.U. 230-5-002	
230-3009	Given a list of questions read aloud, the student will formulate answers requiring a reason or inference. (Why is milk kept in a refrigerator? What would you be if you were the man who kept the school clean?) C.U. 230-5-003	
230-3010	Given the name of a familiar place, the student will orally describe the directions to the place.	

Code	Objective	Content Area
230-3011	Given pictures which contain absurd situations, the student will discuss the reason for the absurdity in the picture.	WORD RETRIEVAL
230-3012	Given a statement read aloud by the teacher, the student will discuss the reason for the absurdity in the statement.	

231 GRAMMAR/SYNTAX

Code	Objective	Content Area
231-0100	*Given a structured speaking situation, the student will be able to use the appropriate word ending for plurals and verb forms. 231-5-003.*	PLURALS VERB FORMS
231-0101	Given a list of nouns pronounced by the teacher requiring /s/to for their plural, the student will pronounce the correct plural form.	
231-0102	Given a list of nouns pronounced by the teacher requiring /z/ to form their plural, the student will pronounce the correct plural form.	
231-0103	Given a list of nouns pronounced by the teacher requiring /s/ or /z/ to form their plural, the student will pronounce the correct plural form.	
231-0104	Given a list of phrases containing a pronoun and verb, the student will change the singular to the plural form.	
231-0105	Given a list of singular nouns with irregular plural form (foot-feet) pronounced by the teacher, the student will say the plural form.	
231-0106	Given a list of present verbs with irregular past tense forms pronounced by the teacher, the student will say the word for past tense. 231-5-002	
231-0200	*Given a group of basic syntax patterns read by the teacher, the student will imitate the pattern.*	SYNTAX PATTERNS
231-0300	*Given a list of questions to elicit the basic syntax patterns, the student will answer the questions using correct syntax pattern.*	
231-0400	*Given a kernel sentence spoken by the teacher, the student will say the sentence and extend it to form a more complex one.*	KERNEL SENTENCES
231-0500	*Given two kernel sentences spoken by the teacher, the student will generate an oral sentence by combining the two sentences.*	
231-0600	*Given a list of determiners and locators (there, this, it, her), the student will generate oral sentences using each word.*	DETERMINERS LOCA
231-0700	*Given a group of statements read aloud, the student will give a spoken response transforming the statement into a question.*	QUESTIONS
231-0800	*Given an oral sentence with only the class words, the student will complete the sentence. (Tom took book school)*	
231-0900	*Given kernel sentences read aloud, the student will restate the sentence orally substituting a different word for the direct object. (I put my hat on.)*	DIRECT OBJE

Code	Objective	Content Area
231-1000	Given kernel sentences read aloud, the student will restate the sentence orally substituting a different word for the main verb. (The boy is swimming.)	MAIN VERBS
231-1100	Given verbs of past tense with ending with "ed", the student will pronounce the words using the appropriate phoneme: /t/, /d/, or /id/.	VERB TENSE
231-1200	Given a list of pronouns, the student will use each pronoun appropriately in a sentence.	PRONOUNS
231-1300	Given a list of prepositions, the student will use each preposition appropriately in a sentence C.U. 230-5-002, 23l-5-001.	PREPOSITIONS
231-1400	Given a list of verbs, the student will use an appropriate adverb with each verb. CU 231-5-004.	ADVERBS

232 SPEAKING

See Also: 130 Oral/Silent Reading Skills

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Code	Objective	Content Area
		VOICE
232-0100	*Given a spontaneous speaking situation the student will use adequate breath support, easy phonation, appropriate oral resonance, nasal resonance, appropriate pitch for age and sex, and adequate loudness.*	

Code	Objective	Content Area
232-0200	*Given a structured speaking situation requiring specific responses, the student will use adequate breath support, easy phonation, appropriate oral resonance, appropriate nasal resonance, appropriate pitch for age and sex, and adequate loudness.*	
232-0201	Given practice in panting in and out, the student will be able to breath in and out deeply using the abdominal muscles to control the movement.	
232-0202	Given practice in easy exhalation, the student will control an easy exhalation for _____ seconds.	
232-0203	Given a tone, the student will imitate the tone in an easy, effortless phonation with open mouth and relaxed jaw.	
232-0204	Given the word "one" pronounced several times, the student will repeat the word several times on one easy outpouring of breath.	
232-0205	Given a series of phrases such as "round orange" and "brown cow" the student will imitate (or read) these phrases with an open relaxed throat.	
232-0206	Given a group of words to pronounce (or read) the student will project his voice to insure adequate loudness while maintaining a relaxed open throat.	
232-0207	Given a tone, the student will imitate and sustain a tone (ah) for _____ seconds.	
232-0208	Given the vowel sounds ah, ay, ee, ie, o, oo, the student will imitate the sounds sustaining the series _____ times on one breath.	
232-0209	Given a sentence of _____ syllables, the subject will imitate (or read) the sentence on one breath.	
232-0210	Given the front and back and the high, mid, and low vowels, the student will produce these vowels at various loudness with a steady tone.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

Code	Objective	Content Area
		FLUENCY
232-0211	Given a group of words containing no nasal sounds, the student will repeat the words directing the sound through the oral cavity.	
232-0212	Given a list of words containing nasal sounds, the student wil imitate (or read) the words using appropriate nasal responses.	
232-0213	Given a list of sentences containing nasal sounds, the student will imitate (or read) the sentences using appropriate nasal resonance.	
232-0214	Given an appropriate pitch level for the individual, the student will read sentences (or imitate) using the appropriate pitch.	
232-0300	*Given spontaneous speaking situations, the student will use full voice, light mouth action, and no dysfluencies.*	
232-0301	Given structured speaking situations requiring specific responses, the student will use full voice, light mouth action with no more than _____dysfluencies.	
232-0302	Given a paragraph, the student will be able to read the paragraph using full voice, light mouth action with no more than_____dysfluencies.	
232-0303	Given a list of sentences the student will be able to read the sentences using full voice and light mouth action with no more than _____dysfluencies.	
232-0400	*Given a list of sentences, the student will be able to imitate sentences using full voice and light mouth action with no dysfluencies.*	
232-0401	Given a list of phrases, ths student will be able to read the phrases using full voice and light mouth action with no more than _____dysfluencies.	
232-0402	Given a list of phrases, the student will be able to imitate the phrases using full voice, light mouth action, and no dysfluencies.	

Code	Objective	Content Area
232-0500	*Given pictures of family members and friends, the student will be able to say the names easily and fluently using full voice and light mouth action.*	
232-0501	When shown pictures of objects, the student will initiate the names of pictures using full voice and light mouth action.	
232-0502	When shown pictures of objects, the student will imitate the names of pictures using full voice and light mouth action.	
232-0600	*When directed to produce a steady tone on the long vowel sounds, the student will iniitate the vowel sounds using a steady sustained tone.*	
232-0601	Given the vowel sounds ah, ay, ee, oo, ah, the student will produce these sounds with gentle movement using a steady tone.	
232-0700	*When directed to produce a steady tone, the student will be able to initiate a sustained, steady tone on the vowel "ah".*	
232-0701	Given a steady tone produced by the language/speech specialist, the student will imitate a steady tone while producing the vowel "ah".	
232-0702	When directed to produce a breathy tone, the student will initiate a relaxed sustained, breathy tone.	
232-0703	Given a breathy tone, the student will imitate the breathy tone using a relaxed vocal mechanism.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

233 COMPREHENSION

See Also: 110 Readiness, 112 Auditory Readiness, 140 Reading Comprehension
142 Reading Vocabulary

Code	Objective	Content Area
233-0100	*Given a listening situation the student will demonstrate the understanding of single words by pointing, saying, marking, gesturing, carrying out a command, etc. C.U. 233-5-001*	SINGLE WORDS
233-0101	Given the spoken word "stop", the child will demonstrate understanding by stopping the activity in which he has been engaged.	
233-0102	Given a verbal request, the child will gesture appropriately to such a request as "wave."	
233-0103	Given a verbal direction accompanied by the appropriate gesture, the student will demonstrate understanding by performing such acts as "stand", "sit", "come", "go", "bring".	
233-0104	Given a series of objects the names of which are presented orally, the student will point to the object named.	
233-0105	Given a series of pictures the names of which are presented orally, the student will point to the picture named.	
233-0106	Given the eight basic colors named aloud, the student will point to the color named.	
233-0107	Given the parts of the body named by the teacher, the child will point to the body part named.	
233-0108	Given numerals named orally, the student will point to the numeral named.	
233-0109	Given a series of manuscript letters (upper case) pronounced by the teacher, the student will point to the letter named.	
233-0110	Given a series of manuscript letters (lower case) pronounced by the teacher, the student will point to the letter named.	
233-0111	Given pictures illustrating verbs, the student will point to picture illustrating verb named.	
233-0112	Given pictures illustrating adjectives, the student will point to pictures illustrating the adjective named.	
233-0113	Given pictures illustrating pronouns, the student will point to pictures illustrating the pronoun named.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

Code	Objective	Content Area
233-0200	*Given a listening situation, the student will demonstrate the understanding of phrases by pointing, saying, marking, gesturing, carrying out a command, etc.*	PHRASES
233-0201	Given a series of pictures, the student will point to the picture illustrating phrases such as " a yellow ball", "the small horse", "a thick volume".	
233-0202	Given a series of pictures,the student will point to the picture illustrating prepositional phrases such as "in the box", "above the bureau", "under the doormat".	
233-0203	Given a series of pictures illustrating actions, the student will point to the picture illustrating phrases such as "jumping on the box", "running up the hill", "erasing a letter".	

Code	Objective	Content Area
233-0300	*Given a listening situation, the student will demonstrate the understanding of a simple, compound or complex sentence or a question by pointing, saying, marking, gesturing, carrying out a command, etc.*	SINGLE SENTENCES
233-0301	Given a sentence presented orally, the student will point to the picture which illustrates the oral description.	
233-0302	Given a short statement presented orally, the student will tell what is absurd about the oral statement.	
233-0303	Given oral sentences, the student will tell whether the action is past, present, or future.	
233-0304	Given a group of idioms presented in oral sentences, the student will be able to choose the correct meaning. (I caught a cold.)	
233-0305	Given an oral sentence describing an action, the student will act out the action given orally.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

Code	Objective	Content Area
233-0400	*Given a listening situation, the student will demonstrate the understanding of two or more sentences by pointing, saying, marking or carrying out a command, etc. C.U. 230-5-003*	TWO OR MORE SENTENCES
233-0401	Given a short story read aloud, the student will tell the events in sequence as presented in the story.	
233-0402	Given a paragraph read aloud, the student will listen to the paragraph and select the main idea from group of three ideas.	
233-0403	Given a paragraph read aloud, the student will answer questions orally about the specific details of the paragraph.	
233-0404	Given a paragraph read aloud, the student will answer questions orally requiring the drawing of conclusions or inferences. C.U. 233-5-008	
233-0405	Given the experience of listening to a short talk, the student will recall and state three ideas presented in the talk.	
233-0406	Given a message presented orally, the student will be able to give the message to another person.	
233-0407	Given the experience of listening to a conversation, the student will be able to repeat the conversation in his own words.	
233-0408	Given a short story presented orally, the student will be able to retell the story in his own words.	

234- ASSOCIATION

See Also: 110 Readiness, 111 Visual Readiness, 112 Auditory Readiness, 140 Reading Comprehension, 141 Context Clues

Code	Objective	Content Area
234-0100	*Given a group of visual objects, pictures, or visual symbol patterns, the student will be able to point to the object, picture, or symbol pattern named.*	POINT TO NAMED ITEM
234-0101	Given a group of objects, the student will point to the object named. C.U. 234-5-001, 234-5-002	
234-0102	Given a group of four objects, one of which is described by the teacher, the student will point to the object named.	
234-0103	Given a group of pictures, the student will point to the picture which corresponds to the story told by the teacher.	
234-0104	Given eight basic colors, the student will point to the one named.	
234-0105	Given a picture with the parts of the body clearly defined, the student will point to the part of the body named by the teacher.	
234-0106	Given the five basic shapes, the student will point to the shape named.	
234-0107	Given the numerals 0-9, the student will be able to point to the numerals named.	
234-0108	Given the numerals 10 - 1,000, the student will be able to point to the numerals named.	
234-0109	Given the upper case manuscript letters, the student will point to the letters named.	
234-0110	Given the upper case cursive letters, the student will point to the letters named.	
234-0111	Given the lower case cursive letters, the student will point to the letters named.	
234-0112	Given the consonant, consonant digraph, and short vowel letters, the student will point to the letter or letters associated with the sound heard.	
234-0113	Given a group of words, the student will mark the word named by the teacher.	
234-0114	Given a group of three short sentences, the student will mark the sentence read aloud by the teacher.	
234-0115	Given a group of three complex sentences, the student will mark the sentence read aloud by the teacher.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

Code	Objective	Content Area
234-0116	Given a group of four letters in a series of four items, the student will draw a line under the one group of for letters read aloud.	

Code	Objective	Content Area
234-0200	*Given a group of visual objects, pictures, or visual symbol patterns, the student will be able to name the object, picture, or visual pattern. C.U. 234-5-003*	NAMING
234-0201	Given a selected group of pictures, the student will name the pictures.	
234-0202	Given eight basic colors, the student will name the colors.	
234-0203	Given five basic shapes, the student will name the shapes.	
234-0204	Given the numerals 0-9, the student will name the numerals.	
234-0205	Given the numerals 10 - 1,000, the student will name the numerals.	
234-0206	Given a selection of numerals through 100,000's, the student will name the numerals.	
234-0207	Given the consonant, consonant digraph and short vowel letters, the student will name the sound associated with each letter or letter group.	
234-0208	Given a chart with the most common spelling for the vowel digraphs, the student will be able to say the sound associated with each digraph.	
234-0209	Given a group of words selected from a basic sight vocabulary, the student will read the words aloud.	
234-0210	Given a selected group of words, the student will be able to read the words in short sentences in a left to right progression.	
234-0211	Given a selected group of words, the student will be able to read the words in more complex sentences in a left to right progression	
234-0212	Given a short paragraph or story, the student will be able to read the story recalling the main idea, specific details, and draw a conclusion from what he has read.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

Code	Objective	Content Area
234-0300	*Given specific verbal information, the student will be able to describe relationships. C.U. 234-5-004*	DESCRIBE RELATIONSHIPS
234-0301	Given three words pronounced aloud, the student will tell which word does not belong.	
234-0302	Given the names of two things within the same class (horse-pig), the student will tell how they are alike or different.	
234-0303	Given a situation in which the student might find himself, the student will tell what he would do.	
234-0304	Given a situation described to the student, the student will tell what he thinks will happen next in a certain situation.	
234-0305	Given the names of certain places, such as school, picnic, beach, camping, the student will name things that he would take to these places.	
234-0306	Given three similar things (coat, dress, hat) the student will tell how these are alike.	
234-0307	Given statements which are absurd, the student will tell how each statement is absurd.	
234-0308	Given a description of an object (mountain, train, bicycle), read aloud, the student will write the name of the object described orally.	
234-0309	Given an analogy read aloud to the student, the student will complete a similar analogy by completing the fourth word. (Hand is to ring as head is to__________).	
234-0310	Given a group of categories such as is red, has feathers, has four legs, has hair, the students will name as many items as possible in that class.	
234-0311	Given three words, the student will write a meaningful sentence using the suggested words.	
234-0312	Given a list of words, such as city, country, home, business world, music, the student will write as many words as possible that are a part of that category.	
234-0313	Given a list of words pronounced by the teacher, the student will name as many words as he can which are associated with the word.	
234-0314	Given a list of more abstract words (another, beauty, increase, part, expense, worth, quarter), the student will read the word and write a sentence using each word.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

240 WRITTEN LANGUAGE

See Also: 110 Readiness, 111 Visual Readiness, 124 Sight Vocabulary, 155 Organizing Information

Code	Objective	Content Area
240-0100	*Given a subject by the teacher, the student will be able to write simple, compound, and complex sentences.*	WRITING SENTENCES
240-0101	Given three written sentences, the student will match the most appropriate sentence to a picture and then copy the sentence.	
240-0102	Given the three types of sentences, the student will be able to tell if the sentence is simple, compound, or complex.	
240-0103	Given a kernel sentence presented orally by the teacher, the student will extend the sentence to include new words and meaning and then copy the sentence from the board.	
240-0104	Given a sentence dictated by the teacher, the student will write the sentence from dictation using the appropriate capitalization, punctuation, and word order.	
240-0105	Given two nouns, the student will write a sentence using a compound subject.	
240-0106	Given two verbs, the student will write a sentence using a compound predicate.	
240-0107	Given two separate sentences, the student will combine them by writing one compound sentence.	
240-0108	Given a complex sentence which has been scrambled, the student will write the sentence in correct order using good handwriting, capitalization, and punctuation.	
240-0109	Given a kernel sentence, the student will extend the sentence by adding adjectives, prepositional phrases, or adverbs.	

Code	Objective	Content Area
240-0200	*Given the suggestion to write a story, the student will be able to write a story using appropriate punctuation, capitalization, and grammar.*	WRITING STORIES
240-0201	Given a story read aloud by the teacher, the subject will retell the story in the correct sequence and syntax.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

Code	Objective	Content Area
240-0202	Given prompts and clues by the teacher in sequencing, punctuation marks, capital letters, word configuration, spelling, and word order, the student will be able to dictate an experience story to the teacher to be written on a chart or chalkboard.	
240-0203	Given a short experience story dictated by the student and written on the chalkboard by the teacher, the student will copy the story on appropriate paper.	
240-0204	Given a short story read aloud by the teacher, the subject will write the story in his own words using proofreading skills.	
240-0205	Given a subject on which to write a paragraph, the student will write an appropriate topic sentence and a discussion of the main idea of the paragraph.	
240-0206	Given a subject on which to write a paragraph, the student will write an appropriate topic sentence, a discussion, and a concluding statement.	

Code	Objective	Content Area
		WRITTEN REPORTS
240-0300	*Given a topic for a written report, the student will research the topic, take notes, organize the information in outline form, and write a report adhering to the mechanics for clarity of expression, paragraphing, punctuation, capitalization, and spelling.*	

Code	Objective	Content Area
		BUSINESS LETTER
240-0400	*Given the purpose of requesting information, the student will write a business letter.*	
240-0401	Given a copy of a letter written to a business firm, the student will name the parts of a business letter.	
240-0402	Given a copy of a business letter, the student will be able to copy the form correctly.	

Code	Objective	Content Area
		ESSAYS
240-0500	*Given a written essay-type question, the student will organize the points needed and include the necessary information in answering the question.*	

Code	Objective	Content Area
240-0600	*Given a purpose for writing, the student will write a friendly letter.*	FRIENDLY LETTERS
240-0601	Given prompts and clues by the teacher in sequencing, punctuation marks, capital letters, word configurations, spelling, and word order, the student will dictate a friendly letter to the teacher to be written on a chart or chalkboard.	
240-0602	Given a friendly letter dictated by the subject and written on the chalkboard by the teacher, the student will copy the letter on appropriate paper.	
240-0603	Given a copy of a friendly letter, the student will name the parts of a friendly letter.	

Code	Objective	Content Area
240-0800	*Given a subject on which to write, the student will write at least three related paragraphs.*	RELATED PARAGRAPHS
240-0801	Given a paragraph to read, the student will tell the topic sentence, the points in the discussion or body, and the concluding statement.	
240-0802	Given a selected topic, the student will be able to write an appropriate topic sentence.	
240-0803	Given a group of concluding statements, the student will be able to select the most appropriate concluding statement for a topic.	

240 WRITTEN LANGUAGE

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Code	Objective	Content Area
240-0900	*Given visual patterns to scrutinize, the student will be able to tell if the patterns are the same or different.*	VISUAL DISCRIMINATION
240-0901	Given a series of single numerals, the student will be able to match the numerals which are the same.	
240-0902	Given a series of single numerals, the student will be able to tell which numeral is different.	
240-0903	Given a series of single letters, the student will be able to match the letters which are the same.	

Code	Objective	Content Area
240-0904	Given a series of single letters, the student will be able to tell which letter is different.	
240-0905	Given a series of single words, the student will be able to match the words which are the same.	
240-0906	Given a series of single words, the student will be able to tell which word is different.	
240-0907	Given three sentences the student will mark the sentence which is different.	

Code	Objective	Content Area
240-1000	*Given a visual pattern, the student will be able to identify by pointing (or marking) the visual pattern named by the teacher.*	VISUAL DISCRIMINATI
240-1001	Given the eight basic colors, the student will be able to point to the color named by the teacher.	
240-1002	Given pictures of objects, the student will be able to point to the picture named by the teacher.	
240-1003	Given the basic shapes, the student will be able to point to the basic shape named by the teacher.	
240-1004	Given a group of numerals, the student will be able to point to the numerals named by the teacher.	
240-1005	Given a group of letters (upper case), the student will be able to point to the letter named by the teacher.	
240-1006	Given a group of letters (lower case), the student will be able to point to the letter named by the teacher.	
240-1007	Given a group of four words, the student will be able to point to the word named by the teacher.	
240-1008	Given a group of letters, the student will be able to point to the leter or letters which stand for the sound made by the teacher.	
240-1009	Given a group of four open syllable patterns, the student will be able to mark the syllable pronounced by the teacher.	
240-1010	Given a group of four closed syllable patterns, the student will be able to mark the syllable pronounded by the teacher.	
240-1011	Given a group of four vowel consonant-e syllable patterns, the student will be able to mark the syllable pronounced by the teacher.	

Code	Objective	Content Area
240-1012	Given a group of four vowel-vowel-consonant syllable patterns, the student will be able to mark the syllable pronounced by the teacher.	
240-1013	Given a group of consonant-le syllable patterns, the student will be able to mark the syllable pronounced by the teacher.	
240-1014	Given a group of four consonant digraphs, the student will be able to mark the digraph pronounced by the teacher.	
240-1015	Given a group of prefixes, the student will be able to mark the prefix pronounced by the teacher.	
240-1016	Given a group of suffixes, the student will be able to mark the suffixes pronounced by the teacher.	

Code	Objective	Content Area
240-1100	*Given a group of colored discs, the student will be able to sort colors accurately.*	VISUAL ANALYSIS SCRUTINY
240-1200	*Given groups of upper and lower case letters on card, the student will be able to sort like letters into separate groups.*	
240-1300	*Given a group of words printed on cards, the student will be able to sort words ending with the same two letters.*	
240-1400	*Given a group of words printed on cards, the student will be able to sort words with similar vowel patterns within the words.*	
240-1500	*Given a group of words that are easily confused, the student will be able to sort words accurately.*	
240-1600	*Given a group of words with prefixes, the student will be able to sort words beginning with the same prefix.*	

Code	Objective	Content Area
240-1700	Given a group of words with suffixes, the student will be able to sort words ending with the same suffix.	
240-1800	Given a picture with a part missing, the student will be able to tell which part is missing.	VISUAL SYNTHESIS CLOSURE
240-1900	Given partial drawings of basic shapes, the student will be able to complete the shapes.	
240-2000	Given partially drawn numerals, the student will be able to complete the numerals.	
240-2100	Given partially written letters, the student will be able to complete the letters.	
240-2200	Given partially written words, the student will complete the word.	
240-2300	Given partially written sentence, the student will be able to complete the sentence with the word or a group of words.	
240-2400	Given a group of cardboard numerals, the student will reconstruct a numeral sequence pattern made by the teacher.	VISUAL MEMORY SEQUENCING
240-2500	Given a group of cardboard letters, the student will reconstruct a numeral sequence pattern made by the teacher.	
240-2600	Given a group of letters or numerals printed on cards, the student will observe the pattern for one second for each digit or letter and then write the pattern sequence seen. C.U. 111-5-015	

Code	Objective	Content Area
240-2700	*Given words with increasing number of letters, the student observes the pattern for one second for each letter and then draws a line under the word among a series of four words.*	
240-2800	*Given words with an increasing number of letters, the student will observe the pattern for one second for each letter and then write the word.*	

Code	Objective	Content Area
240-2900	*Given a sentence to write on a topic, the student will formulate a sentence and write the sentence in appropriate form.*	AUDITORY VISUAL SYMBOL ASSOCIATION
240-2901	Given the consonant phonemes pronounced by the teacher, the student will be able to write the corresponding letter or letters.	
240-2902	Given the short vowel sounds pronounced by the teacher, the student will write the corresponding letter.	
240-2903	Given closed syllable patterns pronounced by teacher, the student will write the syllable pattern dictated by the teacher.	
240-2904	Given open syllable patterns pronounced by the teacher, the student will write the syllable pattern dictated by the teacher.	
240-2905	Given a list of words pronounced by the teacher, the student will write the sentence dictated.	
240-2906	Given a group of sentences read aloud by the teacher, the student will write the sentence dictated.	
240-2907	Given a group of pictures, the student will write the name of each picture.	

Code	Objective	Content Area
240-3000	*Given various visual material, the student will name the visual materials presented.*	NAMING
240-3001	Given the basic colors, the student will be able to name the basic colors with accuracy and speed.	
240-3002	Given pictures of objects in a left to right progression, the student will be able to name the basic colors with accuracy and speed.	

Code	Objective	Content Area
240-3003	Given the basic shapes, the student will be able to name the shapes with accuracy and speed.	
240-3004	Given randomly selected numerals, the student will be able to name the numerals with accuracy and speed. C.U. 111-5-021	
240-3005	Given the upper case letters in random order, the student will be able to name the upper case letters with accuracy and speed.	
240-3006	Given the lower case letters in random order, the student will be able to name the lower case letters with accuracy and speed.	
240-3007	Given the letter or letters representing the sounds of our language, the student will be able to make the sound for each symbol.	
240-3008	Given a list of functional or frequently used words in reading, the student will be able to name the words with accuracy and speed.	
240-3009	Given a series of open syllable patterns, the student will pronounce each open syllable pattern.	
240-3010	Given a series of closed syllable patterns, the student will pronounce each closed syllable pattern.	
240-3011	Given a series of vowel-consonant-e syllable patterns, the student will pronounce each vowel-consonant-e pattern.	
240-3012	Given a series of v-v-c syllable patterns, the student will pronounce each v-v-c syllable pattern.	
240-3013	Given a series of consonant-le syllable patterns, the student will pronounce each consonant-le syllable patterns.	
240-3014	Given a series of consonant digraphs, the student will name the sound for each digraph.	
240-3015	Given a series of prefixes, the student will pronounce each prefix.	
240-3016	Given a series of suffixes, the student will pronounce each suffix.	
240-3017	Given a group of sentences, the pupil will orally read each sentence with accuracy and speed.	
240-3018	Given a group of sentences, the pupil will silently read each sentence and match it to the appropriate picture.	
240-3019	Given a paragraph, the pupil will orally read the paragraph with accuracy and speed.	

Code	Objective	Content Area
240-3020	Given a paragraph, the pupil will orally read the paragraph with accuracy, appropriate rate, and appropriate comprehension.	
240-3021	Given a paragraph, the pupil will silently read the paragraph with appropriate rate and with the intent of obtaining the main idea.	
240-3022	Given a paragraph, the pupil will silently read the paragraph with appropriate rate and with the intent of drawing conclusions.	
240-3023	Given a paragraph, the pupil will silently read the paragraph with appropriate rate and with the intent of following directions.	
240-3024	Given a paragraph, the pupil will silently read the paragraph with appropriate rate and with the intent of recalling specific information.	

Code	Objective	Content Area
240-3100	*Given various kinesthetic and visual stimuli the student will be able to write the patterns presented.*	WRITE PATTERNS
240-3101	Given numerals traced on the student's back, the student will be able to write on chalkboard or paper numerals traced on his back.	
240-3102	Given a letter traced on the student's back, the student will be able to write on chalkboard or paper letters traced on his back.	
240-3103	Given a selected group of numerals and letters, the student will copy numerals and letters from the chalkboard.	
240-3104	Given a selected group of numerals and letters, the student will copy numerals and letters from a card on his desk.	
240-3105	Given a selected group of single words, the student will copy words from a card on his desk.	
240-3106	Given a selected group of single words, the student will copy words from chalkboard.	
240-3107	Given a selected group of phrases, the student will copy phrases from the chalkboard.	
240-3108	Given a selected group of phrases, the student will copy phrases from a card on his desk.	

WORKING SPACE - EXTRA OBJECTIVES, OTHER CONTENT AREAS, NOTES

Code	Objective	Content Area
240-3109	Given a selected group of sentences, the student will copy sentences from the chalkboard.	
240-3110	Given a selected group of sentences, the student will copy sentences from a card on his desk.	
240-3111	Given a selected group of numerals and letters, the student will write numerals and letters from dictation.	
240-3112	Given the sounds of consonants, consonant digraphs, consonant blends and short vowels, dictated by the teacher, the student will write the letter or letters for the sounds made by the teacher.	
240-3113	Given a selected group of single phrases, the student will write phrases from dictation.	
240-3114	Given a selected group of sentences, the student will write sentences form dictation.	
240-3115	Given a word that begins with the "____" sound,the student will write another word that begins with the same sound.	
240-3116	Given a word pronounced by the teacher, the student will write a word that rhymes with the word spoken by the teacher	
240-3117	Given word pronounced by the teacher, the student will say another word that means the same as the word spoken by the teacher.	
240-3118	Given a word pronounced by the teacher, the student will say a word that means the opposite of the word spoken by the teacher.	
240-3119	Given a word pronounced by the teacher, the student will write another word that sounds the same but is spelled differently.	

241 HANDWRITING

See Also: 111 Visual Readiness

Code	Objective	Content Area
241-0100	*Given stencils of basic shapes, the student will trace the shapes on the chalkboard and on paper.*	MANUSCRIPT
241-0200	*Given stencils of basic shapes which have been traced on paper, the student will color each shape keeping within the lines.*	
241-0300	*Given a copy of the basic strokes used in manuscript writing, the student will trace each stroke on the chalkboard using at least an eight inch model.*	
241-0400	*Given a copy of the basic manuscript strokes reduced in size on paper, the student will trace each stroke using onion skin or acetate overlay. C.U. 241-5-005*	
241-0500	*Given a copy of the basic manuscript strokes of primary size on paper, the student will copy each stroke.*	
241-0600	*Given paper and pencil, ths student will write the basic manuscript strokes from memory.*	
241-0700	*Given a model for each numeral and manuscript letter printed on the chalkboard, the student will trace each numeral and letter. C.U. 241-5-006*	
241-0800	*Given a model on the chalkboard for each numeral, and manuscript letter, the student will copy each numeral and letter. C.U. 241-5-001, 241-5-002*	
241-0900	*Given a model on paper for each numeral and manuscript letter in reduced size, the student will trace each numeral and letter. C.U. 222-5-021*	
241-1000	*Given a model on paper for each numeral and manuscript letter in reduced size, the student will copy each numeral and letter.*	

Code	Objective	Content Area
241-1100	Given lower case letters dictated, the student will write the lower case manuscript letters with correct form, consistent size, and reasonable speed. C.U. 241-5-003	
241-1200	Given upper case letters dictated, the student will write the upper case manuscript letters with correct form, consistent size and reasonable speed.	
241-1300	Given numerals dictated, the student will write the numerals with correct manuscript form, consistent size and reasonable speed.	
241-1400	Given appropriately lined paper and a pencil, the student will write the basic numerals and the upper and lower case manuscript letters from memory with correct form, consistent size, and reasonable speed.	
241-1500	Given a list of words from the subject's reading, the student will copy each word using the correct manuscript letter formation, consistent letter size, even-spacing between letters and with reasonable speed. C.U. 241-5-007	
241-1600	Given six-word sentences selected by the teacher, the student will copy the sentences using the correct manuscript letter formation, correct punctuation, consistent letter size, even-spacing between letters and words, and with reasonable speed.	
241-1700	Given a short story of three sentences, the student will copy the sentences using correct manuscript letter formation, correct punctuation, consistent letter size, even-spacing between letters and words, and with reasonable speed.	
241-1800	Given appropriately lined paper and a pencil, the student will write a sentence in manuscript using a specified word.	

Code	Objective	Content Area
241-1900	Given an appropriately lined paper and a pencil, the student will write three sentences using his best manuscript handwriting.	
241-2000	Given a list of words written in manuscript, the student will trace over the letters joining each letter with the appropriate connecting stroke.	CURSIVE
241-2100	Given a model on the chalkboard for each cursive letter, the student will trace the formation of each letter.	
241-2200	Given a model in reduced size on paper for each cursive letter, the student will trace each letter.	
241-2300	Given a broken lined form for each cursive letter, the student will connect the lines to form the cursive letters.	
241-2400	Given the lower case cursive letters, the student will copy the lower case cursive letters with correct form, consistent size, and reasonable speed. C.U. 241-5-010	
241-2500	Given a list of the upper case cursive letters, the student will copy the upper case cursive letters with correct form, consistent size, and reasonable speed.	
241-2600	Given a list of all lower case cursive letters dictated by the teacher, the student will write the lower case cursive letters from dictation. C.U. 241-5-008	
241-2700	Given a list of all upper case cursive letters dictated by the teacher, the student will write the upper case cursive letters from dictation.	
241-2800	Given a template with three-window slotes for 1-line, 2-line, and 3-line letters, the student will be able to write the appropriate cursive letters using template as a guide.	

Code	Objective	Content Area
241-2900	Given an appropriately lined sheet of paper and pencil, the student will write the upper and lower case cursive letters from memory with correct form, consistent size and reasonable speed.	
241-3000	Given a list of words containing the different combinations including oa, oe, oi, ou, oo, ow, or, ot, wr, the student will copy each word using correct letter formation, consistent letter size, even-spacing between letters with reasonable speed.	
241-3100	Given a six to seven word sentence selected by the teacher, the student will copy the sentence using correct cursive letter formation, correct punctuation, consistent letter-size, even spacing between letters and words, and reasonable speed.	
241-3200	Given a short story of three to five sentences selected by the teacher, the student will copy the sentences using correct cursive letter formation, correct punctuation, consistent letter size, even spacing between letters and words, and reasonable speed.	
241-3300	Given an appropriately lined sheet of paper and pencil, the student will write a sentence using his best handwriting.	
241-3400	Given an appropriately lined sheet of paper and a pencil, the student will write three sentences using his best cursive writing.	

242 SPELLING

See Also: 121 Phonetic Analysis, 221 Auditory Perception,
122 Structural Analysis

Code	Objective	Content Area
242-0100	Given a list of words, the student will read each word pronouncing each word clearly syllable by syllable.	
242-0200	Given a list of words pronounced by the teacher, the student will say the first sound in each word and write the letter or letters that stand for the sound.	
242-0300	Given a list of words pronounced by the teacher, the student will say the last sound in each word and write the letter or letters that stand for the sound.	
242-0400	Given a list of three or four letter words, the student will write the letter that stands for the vowel sound in the word.	
242-0500	Given a list of words pronounced by the teacher, the student will unblend the word by making each sound in the word in sequence.	
242-0600	Given a series of pictures the student will pronounce the name of the picture and write the word in the correct letter sequence.	
242-0700	Given a list of one syllable, three, four, and five letter words dictated sound by sound, the student will write the word and pronounce the word written.	
242-0800	Given a list of one syllable, thre, four, five and six letter words exposed one at a time, the student will write the word in correct letter sequence after a five-second exposure for each word.	

Code	Objective	Content Area
242-0900	Given a list of selected words pronounced by the teacher, the student will write each word. C.U. 242-5-001, 242-5-011, 242-5-003	
242-1000	Given a list of selected words pronounced by the teacher, the student will write each word and proofread each sentence using a model.	
242-1100	Given a list of sentences dictated by the teacher, the student will write each sentence and proofread each sentence using a model.	
242-1200	Given a list of non-phonetic words dictated by the teacher the student will write each word using correct letter sequence.	
242-1300	Given the days of the week, months of the year, the four seasons, the student will be able to write each in correct letter sequence.	
242-1400	Given a list of selected words containing the consonant blends at the beginning of words, the student will write the words from dictation.	
242-1500	Given a list of selected words containing the consonant blends at the end of words, the student will write the words from dictation.	
242-1600	Given a list of words containing vowel digraphs (ay, ow, ou, oo, ee, oa, ue, oy, ea, ai, aw, ey, ea, au, ew, ei, il, oe, oi) the student will write the words with correct letter sequence. C.U. 121-5-001, 242-5-009	

Code	Objective	Content Area
242-1700	Given a list of words with ar, er, ir, or, ur, having the sound of /er/, the student will write these words from dictation.	
242-1800	Given a list of words with the letters ar having the sound as in car, the student will write each word from dictation.	
242-1900	Given a list of words with the letters or having the sound as in /or/, the student will write each word from dictation.	
242-2000	Given a list of words with igh and eigh the student will write these words from dictation.	
242-2100	Given a list of selected words with ff, ll, ss spelling, the student will write these words from dictation.	
242-2200	Given a list of selected sentences containing the various spelling patterns, the student will write the sentences from dictation.	
242-2300	Write a paragraph and use a model to aid in proofreading.	
242-2400	Write a paragraph or story and proofread without aid of model. C.U. 240-5-001, 240-5-004	
242-2500	Given a list of words that are similar, the student will identify the wrod that is different in a group of four words.	

Code	Objective	Content Area
242-2600	Given a group of known words in which one or two letters have been omitted, the student will fill in the missing letters.	
242-2700	Given a list of one syllable words ending with a single consonant letter, the student will double the final consonant letter and add the suffixes ing and "ed" to each word.	
242-2800	Given a list of words with the "i" before "e" except after "c" pattern, the student will write the words from dictation.	
242-2900	Given a group of letters and numerals, the student will write the plural form for these forms.	
242-3000	Given a list of words requiring "s" to form their plural form, the student will write the words from dictation.	
242-3100	Given a list of words requiring "s" to form their plural form, the student will write the words from dictation.	
242-3200	Given a list of words in which the "y" is changed to "i" before adding "es" the student will write both the singular and plural forms of the words from dictation.	
242-3300	Given a list of words in which the final "e" is dropped before adding a suffix beginning with a vowel, the student will write the words from dictation. C.U. 242-5-002, 242-5-005	

Code	Objective	Content Area
242-3400	Given sentences in which word endings es, s, ing, and ed have been omitted, the student will fill in the blanks with the needed word ending.	
242-3500	Given a group of words with suffixes, the student will draw a line under each root word.	
242-3600	Given a list of selected words, the student will identify basic syllable patterns in each word, by writing (1) final "e", (2) two vowels together, (3) open syllable, (4) closed syllable, (5) consonant - le.	
242-3700	Given a list of contractions, the student will be able to write contractions correctly from dictation. C.U. 242-5-012	
242-3800	Given a list of contractions, the student will tell what letter has been omitted in each contraction.	
242-3900	Given a list of nouns such as man, mouse, tooth, the student will be able to write the irregular plural form.	

243 GRAMMAR/SYNTAX

Code	Objective	Content Area
243-0100	*Given a group of sentences, the student will tell whether the sentence is simple, compound, complex or compound complex.*	
243-0200	*Given a group of sentences, the student will underline the main clause.*	
243-0300	*Given a group of sentences, the student will underline the dependent clauses*	
243-0400	*Given a group of written sentences and non-sentences, the student will mark those which are complete sentences.*	
243-0500	*Given the punctuation marks (.? ! , ') the student will name each mark.*	
243-0600	*Given a list of sentences, the student will identify the subject in each sentence and draw a line under the subject.* C.U. 243-5-009	
243-0700	*Given a list of sentences, the student will identify the predicates by drawing a line under each predicate.* C.U. 243-5-005	
243-0800	*Given a list of prepositional phrases, the student will identify the preposition by drawing a line under the preposition.* 231-5-001	

Code	Objective	Content Area
243-0900	Given a list of sentences, the student will identify the noun phrases used as an object of the verb by drawing a line under the noun phrase.	
243-1000	Given a list of sentences, the subject will identify the noun phrases used as object of the preposition by drawing a line under the noun phrase.	
243-1100	Given a picture, the subject will write a story about the picture. C.U. 240-5-003, 240-5-007.	
243-1200	Given declarative and imperative sentences containing abbreviations, the student will use the period to to puncutate the sentences.	PUNCTUATION
243-1300	Given interrogatory sentences, the student will use the question mark to punctuate the questions.	
243-1400	Given interrogatory sentences within a direct quote, the student will write the question mark within the quotation marks.	
243-1500	Given exclamatory sentences, the student will use the exclamation mark to punctuate the sentences.	
243-1600	Given sentences with words in a series, the student will use a comma to separate the items.	
243-1700	Given a friendly letter, the student will use a comma after the salutation and after the complimentary closing.	

Code	Objective	Content Area
243-1800	Given sentences containing main clauses joined by and, but, or nor, for, and yet, the student will use a comma before connectors joining main clauses.	
243-1900	Given sentences containing words of direct address, the student will use commas to separate words of direct address from the remainder of the sentence.	
243-2000	Given sentences to punctuate, the student will use the comma to set apart words, such as well, yes, no, and oh,at the beginning of a sentence.	
243-2100	Given sentences to punctuate, the student will use the comma to separate appositives in a sentence.	
243-2200	Given sentences containing direct quotes, the student will use a comma to separate the quote from the remainder of the sentence.	
243-2300	Given sentences containing interrupting expressions, the student will use a comma to separate the interrupting expression from the rest of the sentence.	
243-2400	Given sentences beginning with adverbial phrases the student will use a comma after adverbial phrases at the beginning of a sentence.	
243-2500	Given a sentence with an introductory expression to indicate that something follows, the student will use a colon after such words as "as follows" or "the following are".	
243-2600	Given the salutation in a business letter, the student will use a colon following the salutation in a business letter.	

Code	Objective	Content Area
243-2700	Given a sentence with two independent clauses and no coordinating conjunction, the student will use a semicolon to separate the two independent clauses.	

SPACE FOR ADDING OBJECTIVES:

243-2800	Given sentences containing direct quotations, the student will use quotation marks to enclose a direct quotation.	QUOTATION MARKS
243-2900	Given a list of names including names of people, places, books, magazines, and songs, the student will use quotation marks to enclose titles.	
243-3000	Given a group of nouns and pronouns to form their possessive, the student will write apostrophe "s" to form the possessive of singular nouns and definite pronouns.	APOSTROPHE
243-3100	Given a group of letters, numerals, symbols, and words, the student will use the apostrophe "s" to form the plurals of letters, numerals, symbols and words.	
243-3200	Given a list of proper pronouns the student will write the proper nouns with capital letters.	CAPITALIZATION
243-3300	Given a list of months and holidays, the student will write the months of the year and holidays, beginning each with a capital letter.	
243-3400	Given sentences to capitalize, the student will write each sentence, beginning with a capital letter.	
243-3500	Given a friendly or a business letter, the student will write the first word in the greeting and closing with a capital letter.	
243-3600	Given sentences with direct quotations, the student will write the first letter in a direct question with a capital letter.	

Code	Objective	Content Area
243-3700	*Given a list of personal titles and abbreviations, the student will write the person's title or abbreviation of the title with a capital letter.*	
243-3800	*Given a paragraph for capitalization, the student will rewrite the paragraph using the principles of capitalization.*	
243-3900	*Given a paragraph with errors in capitalization, punctuation, spelling, verb form and structure, the student will proof read and rewrite it accurately.* *C.U. 240-5-005*	PROOFREADING

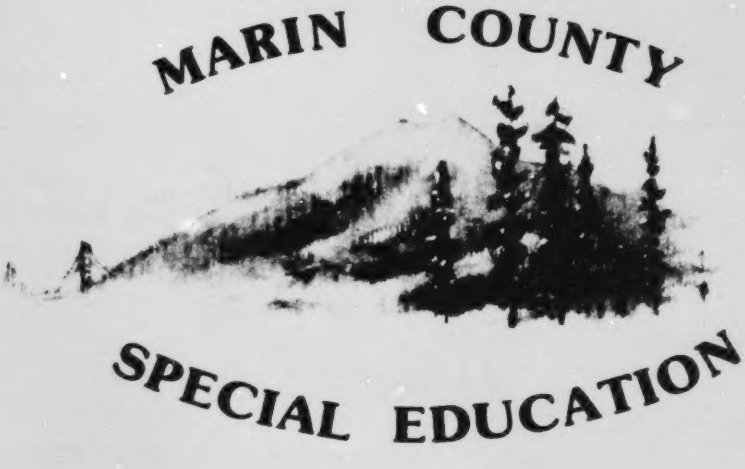
SPACE FOR ADDING OBJECTIVES:

JAN 2 1979

Marin County
MANAGEMENT INFORMATION SYSTEM

Procedural Guide

JUNE 1978


MARIN COUNTY
SPECIAL EDUCATION

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- Parent Consent for Release of Information — MIS VII
- Parent Consent for Interim or Temporary Diagnostic Placement — MIS VIII
- Parent Notification of SAT/EAS Meeting — MIS IX
- Notification of SAT/EAS Recommendations — MIS X
- Due Process Checklist — MIS XI

IV. Student Information Forms
- Student Referral Form — MIS 1
- Student Information Form — MIS 2
- Health Inventory — MIS 3
- Psychological Evaluation/Educational Study Report — MIS 4
- Speech and Language Assessment Report — MIS 5

V. Forms Flow Chart

OVERVIEW

This Procedural Guide has been developed to provide some assistance to those who have responsibility for forms completion and forms flow.

The Guide is divided into five (5) sections. This first section is a general overview and introduction.

The second, third and fourth sections provide you with a copy of each form and instructions for that form. Instructions have been written in such a way as to provide an explanation of the purpose of that form, when it is used, who completes it, directions for what to do and the distribution of the form.

The last section of the Guide contains a brief description of the forms flow.

Careful attention has been paid to all legal requirements defined in the California Education Code, California Administrative Code, Title 5 and Public Law 94-142 to insure that all forms and procedures satisfy these requirements.

INTRODUCTION:

The forms, forms flow and instructions are designed to accomplish the following:

1. To document that all legally required processes have been followed.
2. To provide a well defined audit trail.
3. To collect information so that all required Federal, State and local reports can be made.
4. To provide a systematic and organized set of documents that can be used to describe all action and activities taken on behalf of an exceptional child to insure that his/her parents' rights have been assured.

There are three basic types of forms. They include the following:

1. Forms used for collecting data to meet Federal and State reporting requirements, as well as recording all transactions that occur with every child. These forms are denoted by Capital letters.

2. Forms which meet legal requirements for parent notification and parent involvement. These forms are denoted by Roman numerals.

3. Forms which maintain a record of the process of referral, report and summarize diagnostic information, educational planning and the determination of educational progress. These forms are denoted by Arabic numbers.

Space has been provided at the top of each form for you to type your district's name and address.

PROCEDURES USED TO DEVELOP AND/OR MODIFY FORMS:

The Implementation Committee: Comprehensive Plan for Special Education, has representatives from each district and the Marin County Schools Office, including administrators, psychologists and special education teachers. This Committee has reviewed and revised these forms and procedures for county-wide use. Input was received from many sources for the development of these forms.

The Implementation Committee will continue to review and revise the forms and procedures. If you have comments or suggestions, after you have had an opportunity to use the forms, please contact the Management Information System Consultant, Marin County Schools Office, 201 Tamal Vista Boulevard, Corte Madera, CA. 94925 (924-9500). Information received will be forwarded to the Implementation Committee.

Data Collecting Forms

DATA COLLECTION FORMS

The following forms are used for collecting data to meet Federal and State reporting requirements, as well as recording all transactions that occur with every child. These forms are denoted by Capital letters.

FORM NUMBER: A

FORM NAME: SERVE

PURPOSE: To aggregate information about each student that passes through the referral, identification, assessment, instructional planning, and placement process. This form is the primary data collection document and information from it is used to meet federal, state, and local reporting requirements. This form is required for all children referred for special education consideration, regardless of whether or not they are ever identified as exceptional.

INSTRUCTIONS:

WHEN:

1. At or following the initial SAT/EAS placement meeting.
2. When needed to record a change in data previously reported that does not require an SAT/EAS meeting. (Items 1 through 17, items 30, 32, 33 and 35 only.)
3. At an SAT/EAS review meeting, only if a Special Education Pupil Progress Review, MIS D, is unavailable, to record change in data previously reported.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

For New Students

Item Number		
1.	Transaction:	Enter code 1 if new enrollment. Enter code 2 if any date previously reported is being changed.
2.	Student Name:	Enter last name, first name, and middle initial of student. Enter as many letters as possible.
3.	Birthdate:	Enter birthday as numbers, for example: 01/10/62 would be entered for January 10, 1962.
4.	Sex:	Enter appropriate code for sex.
5.	Parents:	Enter appropriate code.
6.	Parent Name:	Enter parent name as you would wish it to appear on labels, lists etc., i.e. Mr. Wm. Smith, William Smith, Mr. & Mrs. Smith. Abbreviate to 20 positions leaving 1 space between names, etc.

7.	Address:	Abbreviate to 20 positions, leaving 1 space between words and numbers if possible.
8.	City/State:	Abbreviate to 20 positions, leaving 1 space between words, if possible.
9.	Zip Code:	Enter zip code number.
10.	District Name:	Enter district name of residence, abbreviate if necessary.
11.	District Number:	Enter three digit district code number of residence from County assignment code list.
12.	School Name:	Enter School Name of residence, abbreviate if necessary.
13.	School Number:	Enter three digit school of residence code number, by taking the last three numbers of the code from the California Public School Directory (or see following list).
14.	Ethnic Group:	Enter most appropriate ethnic group.
15.	Primary Language:	Enter primary language of the home.
16.	Grade Level:	Enter two digit grade level code appropriate for the student, based upon chronological grade level.
17.	Referral Date:	Enter referral date in numbers. For recording information on students continuing in program from last year, enter the first day of school for this school year.
18.	Primary Handicap:	Refer to primary handicap codes on the back of the SERVE form for appropriate code. Enter two digit code, denoting appropriate classification for student. For example, a student receiving Remedial P. E. may be Other Health Impaired, code 34. For a student receiving more than one special education service, enter the primary handicap.
19.	Program:	Enter a 3 digit code for the special education programs a student is to receive. Refer to the Program Placement Options codes located on the back of the SERVE form for appropriate codes. If more than one type of program is provided to the student, enter additional codes below the first one entered with most restrictive program first. Indicate for each program, whether it is a county or district operated

		program. For a student not placed in special education programs, indicate reason. For example, Not Eligible, code 100. Always list all programs the pupil is currently enrolled in.
20.	Written Instructional Plan:	Enter appropriate code to indicate whether an individualized educational program has been written and approved for this student.
21.	Pupil Educational Needs:	Refer to Pupil Educational Needs codes on the back of the SERVE form for appropriate codes. Enter all codes which relate to the educational needs for this student in the same sequence they are listed on the Individualized Educational Plan. If more than 10, list the first 10 or the 10 most important.
22.	Parent Decision:	Enter appropriate code to indicate parent decision regarding placement.
23.	Parent Attendance:	Enter appropriate code to indicate whether parent/guardian/surrogate attended meeting.
24.	Placement By:	Enter appropriate code to indicate whether an Admission and Discharge Committee recommended placement, or the Special Education Administrator placed the student because the student had previously been in special education programs and transferred into the district.
25.	Program Enrollment:	Enter the date in numbers, which is projected for placement in program.
26.	District Name:	Enter district name of placement, abbreviate if necessary.
27.	District Number:	Enter three digit district code number of placement from County assigned code list.
28.	School Name:	Enter school name of placement, abbreviate if necessary.
29.	School Number:	Enter three digit school code number of placement by taking the last three numbers of the code from the California Public School Directory (or see following list).
30.	Facility:	Enter the appropriate code to indicate the type of facility where the student will receive services.

31.	Integration:	For students in Special Classes only. Enter the average number of minutes per day the student will be integrated in the four areas. Nutrition generally is interpreted as lunch, transportation as riding a bus with regular education students, and recreation as recess or socialization. Add the four areas and enter the total integrated minutes per day. Enter the total minutes per school day from the time the bus picks up the student to the time the bus returns the student home.
32.	Transportation:	Enter the code to indicate the type of transportation the student will use.
33.	Review Date:	Enter the month and year of the date that the student should be reviewed. Current regulations require at least an annual review of each student.
34.	A & D Chairperson:	SAT/EAS Chairperson or case manager signs the form.
35.	Date of Last Complete Assessment:	Enter the date of the last complete assessment. A complete assessment, such as the one required for placement, is required every three years.

To Change Previously Recorded Data

1. Complete items 1, 2 & 3.
2. Complete only those items that have new data to be recorded.
3. If items 19, 21 & 31 are being changed because a Special Education Pupil Progress Review form, MIS D, is not available, be sure to include all codes/services the student is receiving as the computer will erase previous information on file, e.g. Item 19. If the student has been in a special class and you want to add speech and language, write 700 and 310 even though 310 is all you are adding.

DISTRIBUTION:

1. Send white and canary copies to:
Management Information System Consultant
Marin County Schools Office
201 Tamal Vista Boulevard
Corte Madera, CA. 94925

2. Pink copy to parent; goldenrod copy in student's cum folder.
3. The white copy will be returned to the district for placement in the student's permanent file.

MARIN COUNTY

District & School Numbers

District	School	District No.	School No.
Bolinas-Stinson	Bolinas-Stinson	300	137
Dixie	Bernard Hoffman	318	152
	Dixie	"	160
	Don Timoteo	"	178
	Lucas Valley	"	186
	Mary Silveira	"	194
	Miller Creek	"	202
	Oak View	"	228
	Santa Margarita	"	236
	Vallecito	"	244
Fairfax	Deer Park	326	269
	Manor	326	277
	White Hill	326	285
Kentfield	Adeline Kent	334	308
	Anthony Bacich	334	319
	Greenbrae	334	301
Laguna	Laguna	342	327
Lagunitas	Lagunitas	359	335
	San Geronimo	"	343
Larkspur	Henry Hall	367	350
	Larkspur	"	368
	Neil Cummins	"	376
	San Clemente	"	384
Lincoln	Lincoln	375	392
Mill Valley	Alto-Edna Maguire	391	418
	Homestead	"	426
	Marin Terrace	"	434
	Mill Valley Middle	"	187
	Old Mill	"	442
	Park	"	459
	Strawberry Point	"	467
	Tamalpais	"	475
Nicasio	Nicasio	409	483
Reed Union	Bel Aire	425	616
	Belvedere K-1	"	624
	Belvedere 2-6	"	657
	Del Mar	"	622
	Granada	"	640
Ross	Ross	433	673

DISTRICT	SCHOOL	DISTRICT NO.	SCHOOL NO.
San Anselmo	Brookside	441	681
	Hidden Valley	"	699
	Red Hill	"	715
	Sleepy Hollow	"	723
	Wade Thomas	"	731
San Rafael Elem.	Bahia Vista	458	756
	Coleman	"	764
	Gallinas	"	772
	Glenwood	"	780
	James Davidson	"	622
	John Macphail	"	798
	Laurel Dell Inter.	"	806
	Laurel Dell Primary	"	814
	San Pedro	"	830
	Santa Venetia	"	848
	Short Elementary	"	855
	Sun Valley	"	863
San Rafael High	Madrone	466	254
	San Rafael	"	262
	Terra Linda	"	005
Sausalito	Bayside	474	889
	Martin Luther King	"	913
Shoreline	Bodega Bay	361	627
	Inverness	"	947
	West Marin	"	954
	Tomales High	"	910
	Tomales Elementary	"	921
Tamalpais High	Mewah Mountain	482	011
	Redwood	"	587
	Sir Francis Drake	"	340
	Tamalpais	"	692
Union Joint Elem.	Union	516	939
Marin County	A. E. Kent Annex	215	395
	Bayview	"	201
	Cedars Development	"	924
	Forest Meadows	"	456
	Gallinas Annex	"	464
	Kentfield Hospital	"	542
	Loma Alta	"	195
	Magnolia Park	"	962
	Marindale	"	970
	St. Vincents	"	522
	Sunny Hills	"	187
	West End	"	389
	Hartzell Dev. Center	"	822

For all county programs operated in school district facilities, enter actual placement location district and school. Also enter county designation (Code=02) next to PROGRAM code item 19.

District	School	District No.	School No.
Novato Unified	Alternative Elem. (K-6)	417	101
	Essentialist School	"	242
	Hamilton Elementary	"	491
	Loma Verde Elementary	"	509
	Lu Sutton Elementary	"	517
	Lynwood Elementary	"	525
	Marion Elementary	"	533
	Olive Elementary	"	558
	Pleasant Valley Elementary	"	574
	Rancho Elementary	"	582
	San Ramon Elementary	"	590
	West Novato Elementary	"	608
	Alternative Junior High	"	002
	Hill Junior High	"	598
	North Marin High	"	264
	Novato High	"	272
	San Jose Junior High	"	606
	San Marin High	"	056
	Sinaloa Junior High	"	614
	Stepping Out Alternative (11-12)	"	045

Private School Codes

A01	Arena School (San Rafael)
A02	Burt Center (San Francisco)
A03	Challenge to Learning (San Francisco)
A04	Child Center (Kentfield)
A05	Devereaux (Santa Barbara)
A06	Hands On (Mill Valley)
A07	Independent Learning School (Corte Madera)
A08	Independent Learning School (San Francisco)
A09	La Mel (San Francisco)
A10	Marin Child Development Center (San Rafael)
A11	Mt. Tam Primary (Ross)
A12	Kentfield Nursery School (Kentfield)
A13	San Domenica (San Anselmo)
A14	Marin Montessori

State Special Schools

A 50	Berkeley - Blind
A 51	Berkeley - Deaf
A 52	Riverside - Deaf
A 53	Fresno - Neuro. Hand.
A 54	S. F. - Neuro. Hand.
A 55	L. A. - Neuro. Hand

SERVE

SPECIAL EDUCATION REVIEW VERIFICATION EVALUATION

MANAGEMENT INFORMATION SYSTEM

1. **TRANSACTION:** 1= New Enrollment 2= Changing Data

. STUDENT LAST NAME **FIRST NAME** **MIDDLE**

3. **BIRTHDATE** month. day. year **4. SEX** 01=Male 02=Female **5. PARENTS** 01=Natural 02=Foster 03 = Other

. PARENT NAME OR GUARDIAN
Last name, space, first name, space, middle initial

. STREET ADDRESS
Abbreviate to 20 positions

8. **CITY AND STATE** **9. ZIP CODE**

DISTRICT AND SCHOOL OF RESIDENCE

10. DISTRICT NAME....... **11. DISTRICT NUMBER**......

2. SCHOOL NAME........ **13. SCHOOL NUMBER**.......

14. ETHNIC GROUP
01=Spanish Surname
02=White
03=Black
04=Asian
05=American Indian
06=Filipino

15. PRIMARY LANGUAGE OF THE HOME
01=English
02=Spanish
03=Chinese
04=Portugese
05=Vietnamese
06=Other (Specify ____________)

16. GRADE LEVEL: USE AS IF IN REGULAR PROGRAM
Examples: PS=Post Hi. School
07=Grade 7 PR=Preschool
10=Grade 10 KI=Kindergarten
11=Grade 11 UN=Ungraded

17. REFERRAL DATE
month day year

18. PRIMARY HANDICAP....

19. PROGRAM: (include all services)
1 = District
2 = County
Waiting List (W)

21. PUPIL EDUCATIONAL NEEDS
(List In Instruction Plan Sequence)
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

0. IS THERE A WRITTEN INSTRUCTIONAL PLAN FOR THIS PUPIL ADOPTED BY A&D MEETING?
01 = Yes 02 = No...

22. PARENT DECISION:
01=Approve Placement
02=Appeal Placement
03=Decline Placement
04=Request Added Review

23. PARENT ATTENDED THE A&D MEETING?
01=Yes
02=No

24. PLACEMENT BY:
01 = A&D
02 = SPECIAL ED. ADMIN.

25. PROGRAM ENROLLMENT
month. day. year

DISTRICT AND SCHOOL OF PLACEMENT

26. DISTRICT NAME....... **27. DISTRICT NUMBER**......

28. SCHOOL NAME......... **29. SCHOOL NUMBER**.......

0. FACILITY PLACED IN.......
01=Specially Designed Special Class
02=Specially Designed Regular Class
03=Regular Classroom
04=Portable Classroom
05=Other
06=Van

31. INTEGRATION: (Avg. Min./Day) (Special Class only)
Instruction
Nutrition
Transportation
Recreation
Total Integ. Min./Day
Total Min./School Day

32. TRANSPORTATION...
01=Co. Contracted
02=Dist. Provided-Regular
03=Dist. Provided-Special
04=Parent Provided
05=None Provided
06=Dist. Contracted

33. NEXT REVIEW DATE
month. year

4. Signed ______________________________
A & D Chairperson Telephone month. day. year

DISTRIBUTION:
WHITE — M.I.S.
CANARY — M.I.S.
PINK — PARENT
G'ROD. — CUM FOLDER

5. DATE OF LAST COMPLETE ASSESSMENT
month. day. year

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ITEM 18. ***PRIMARY HANDICAP**

LEARNING HANDICAPPED

11 LEARNING DISABILITIES
12 BEHAVIOR DISORDERS
13 EDUCATIONALLY RETARDED

COMMUNICATIVELY HANDICAPPED

21 DEAF
22 DEAF/BLIND
23 SEVERELY HARD OF HEARING
24 SEVERELY LANGUAGE HANDICAPPED INCLUDING APHASIC
25 LANGUAGE AND SPEECH (In Regular Class)

PHYSICALLY HANDICAPPED

31 BLIND
32 PARTIALLY SEEING
33 ORTHOPEDICALLY HANDICAPPED
34 OTHER HEALTH IMPAIRED
35 PREGNANT MINOR
36 DRUG DEPENDENT

SEVERELY HANDICAPPED

41 DEVELOPMENTALLY HANDICAPPED
42 TRAINABLE RETARDED
43 AUTISTIC
44 SERIOUSLY EMOTIONALLY DISTURBED

ITEM 19. ***PROGRAM PLACEMENT OPTIONS**

100 NOT ELIGIBLE
200 NOT ELIGIBLE, MODIFY REGULAR PROGRAM

101 WAITING LIST
102 MOVED FROM COUNTY
103 MOVED WITHIN COUNTY
104 MOVED - ADDRESS UNKNOWN
400 RESOURCE SPECIALIST/LDG
500 RETURN TO REGULAR PROGRAM
600 REFER TO EAS
700 SPECIAL DAY CLASS
800 NON-PUBLIC SCHOOL
900 STATE SCHOOL
997 NEEDS ADDITIONAL SERVICES
998 GRADUATED
999 OTHER ____________________

ITEM 19. **DESIGNATED INSTRUCTION AND SERVICES**

310 Language and Speech
320 Audiological Services
330 Mobility Instruction
340 Supplementary Instruction - Other
341 Supplementary Instruction - Hearing
343 Supplementary Instruction - Vision
350 Home and Hospital
360 Adaptive Physical Education (Remedial P.E.)
370 Specialized Driver Training
380 Career Preparation, Work Study, Occupational Training
392 Counseling and Guidance
393 Psychological Counseling
394 Parent Education

ITEM 21. ***PUPIL EDUCATIONAL NEEDS**

BASIC SKILL AREAS

SELF—HELP SKILLS

010 Feeding/Eating/Drinking
020 Manual Skills (Blind)
030 Toileting
040 Grooming
050 Dressing/Undressing
060 Mobility (Blind)
070 Visual Efficiency (Partially Sighted)

READING

110 Readiness
120 Decoding
130 Oral Reading Skills
140 Comprehension
150 Study Skills
160 Purpose and Value of Reading
170 Practical Reading

COMMUNICATION SKILLS

210 Non-Oral Language
220 Oral Language
230 Language Development
240 Written Language

300 REASONING

350 OTHER ACADEMIC SKILLS

COMPUTATION SKILLS

410 Math Readiness
420 Basic Math
430 Practical Math

PERCEPTUAL MOTOR COORDINATION

510 Gross Motor
520 Fine Motor
530 Orientation
540 Mobility (Blind)
550 Wheel Chair Use

HEALTH AND HYGIENE

610 Physical Health
670 Mental Health

SELF CONCEPT

710 Self-Identification/Body Parts
720 Self-Confidence
730 Needs and Interests
740 Personal Values

COMMUNITY ADJUSTMENT

810 Relations With Others
820 Social Skills
830 Family Life
840 Classroom Behavior
850 Safety
860 Recreation/Leisure Skills
870 Independent Living Skills

VOCATIONAL AND CAREER DEVELOPMENT

910 Pre-Vocational
920 Career Development

FORM NUMBER: B

FORM NAME: Individualized Education Program - Pupil Placement Summary

PURPOSE: To aggregate information about each student that passes through the referral, identification, assessment, instructional planning, placement and process. To receive consent from the parent for the instructional plan and placement. To document team members present recommending placement and the IEP.

NOTE: This form is the cover page and is attached to the Individualized Education Program-Goals and Objectives, MIS C. This form and the IEP meet the requirements of an Individual Educational Plan listed in P. L. 94-142 a. 346 and Title 5, 3306.

INSTRUCTIONS:

WHEN:

1. At the initial SAT/EAS placement meeting.
2. At an SAT/EAS review meeting only if a Special Education Pupil Progress Review form, MIS D, is unavailable.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Complete items 1 through 7 indicating recommendations made by the SAT/EAS.
2. Complete MIS C, IEP-Goals and Objectives. The SAT/EAS completes at least: (1) identifying information, (2) baseline assessment data, (3) basic skill areas, (4) major goal numbers and (5) sub-goal numbers.
3. Have the SAT/EAS members sign item 10. Include any comments on item 11.
4. If parent is present, have parent sign item 8 and MIS C or item 9.
5. If parent is not present, see MIS X.

DISTRIBUTION:

With copies of MIS C, IEP Goals and Objectives attached:

1. White copy in student's permanent file.
2. Canary copy to parent.
3. Pink copy in student's cum folder.
4. Goldenrod copy to the IEP implementor.

MIS B
6/78

MARIN COUNTY
SPECIAL EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM—PUPIL PLACEMENT SUMMARY

1. This form shall be used at each SAT/EAS initial placement meeting. Date of Action: ____
2. Pupil ____ Birthdate ____ ☐M ☐F
3. Grade ____ School ____ Parent/Guardian ____
4. Functional Description of handicap: ____

5. Recommendations: ☐ Not an individual with exceptional needs

☐ Watch and Consult, date of review ____
☐ Designated Instructional Services ____
☐ Learning Disability Program ☐ Special Class ____
☐ State School ☐ Non-public School Services
Placement Date ____ Duration ____
Rationale for least restrictive environment: ____

Integration (Average min/day)

			Instruction
			Nutrition
			Transportation
			Recreation

6. Primary Learning Needs: (list in priority the major goal areas - see reverse of MIS C) ____

7. The Parent or Guardian did attend this meeting: ☐ Yes ☐ No
8. **I have been informed and agree with the above recommendations. I give my consent that the recommendations and individual education plan be implemented.** (MIS C attached)

____
Signature of parent/guardian Date

9. **I disagree with the above recommendations and request:**
   - ☐ further review by the SAT/EAS
   - ☐ a private assessment
   - ☐ my child remain in the regular program
   - ☐ a hearing by the Superintendent of Schools

____
Signature of parent/guardian Date

10. The persons whose signatures appear below affirm that the required procedures of the California Administrative Code, Title 5, and the Education Code, have been followed and further assure, in the event of special class placement, that the pupil requires a special program and cannot adequately function in a regular class program except, possibly, for brief periods of time. The above recommendations indicate the most appropriate program in the least restrictive educational environment.

Administrator ____ Speech Specialist ____
Psychologist ____ Other (Specify) ____
Special Education Teacher ____ Other (Specify) ____
Nurse ____ Other (Specify) ____
Physician ____ Other (Specify) ____

11. Comments:

DISTRIBUTION: White - Permanent File Canary - Parent Pink - CUM Goldenrod - IEP Implementor

FORM NUMBER: C

FORM NAME: Individual Educational Program - Goals and Objectives

PURPOSE: To be attached to IEP-Pupil Placement Summary Form B, or the Special Education Pupil Progress Review Form D. To document the present level of functioning, long-range goals, short-term objectives, strategies, materials, assessment criteria and date of expected achievement, and person responsible for implementation.

NOTE: This form and the IEP-Pupil Placement Summary Form B or the Special Education Pupil Progress Review Form D together comprise the Individualized Education Program.

On the back of the IEP are the codes for basic skill areas, major and sub-goals. Basic skill areas are underlined; major goal numbers end in 0; sub-goal numbers end in 1-9.

INSTRUCTIONS:

WHEN:

1. At the initial SAT/EAS placement meeting.
2. At all SAT/EAS review meetings.

WHO: SAT/EAS Chairperson or case manager and IEP implementor.

WHAT TO DO:

1. SAT/EAS completes at least: (1) identifying information, (2) baseline assessment data, (3) basic skill areas, (4) major goal numbers, and (5) sub-goal numbers.
2. I.E.P. implementor completes the rest of the items. NOTE: Baseline assessment data and tentative statements regarding objectives, strategies and assessment techniques can be sketched in prior to the meeting.
3. Have parent sign. The parent can sign the first page and initial the remaining pages.
4. IEP implementor records reassessment data, indicating date of assessment and level of performance achieved in percentage (%) throughout the year.

DISTRIBUTION:

Copies to be attached to MIS B, IEP Pupil Placement Summary at initial meeting, or MIS D, Special Education Pupil Progress Review at review meetings.

1. White copy in student's permanent file.
2. Canary copy to parent.
3. Pink copy in student's cum folder.
4. Goldenrod copy to the IEP implementor.

MARIN COUNTY SPECIAL EDUCATION

MIS C
6/78

Page_

School Year 19____ - 19____

INDIVIDUALIZED EDUCATION PROGRAM-GOALS AND OBJECTIVES

Pupil's Name __________ Birthdate ______ Sex ☐M ☐F Parent Signature __________

Grade ______ School __________ Implementor Signature __________

Baseline Assessment Data:

Basic Skill Area: __________ Major Goal: Number ____ Sub-Goal: Number ____

Performance Objectives (Behavior or Action Expected Under Specific Conditions)

Strategies of Instructional Plan Implementor (Instructional Techniques, Media and Materials to be employed to reach objective)

Assessment Technique and Achievement Criterion (Method by which objective will be measured and the Expected Level/Degree of Performance.

ACHIEVEMENT DATE EXPECTED	REASSESSMENT DATA (Indicate date of reevaluation and level of performance achieved in %)							
	Date	Level	Date	Level	Date	Level	Date	Level
Obj. Date								
Obj. Date								

DISTRIBUTION:
White - Permanent File
Canary - Parent
Pink - CUM
Goldenrod - IEP Implementor

BASIC SKILL AREAS AND GOALS

Self Help Skills

- 010 Feeding/Eating/Drinking
- 020 Manual Skills (Blind)
- 030 Toileting
- 040 Grooming
- 050 Dressing/Undressing
- 060 Mobility (Blind)
- 070 Visual Efficiency (Partially Sighted)

Reading

- 110 Readiness
  - 111 Visual
  - 112 Auditory
- 120 Decoding
  - 121 Phonetic Analysis
  - 122 Structural Analysis
  - 123 Sound/Symbol Relationship
  - 124 Sight Vocabulary
- 130 Oral Reading Skills
- 140 Comprehension
  - 141 Context Clues
  - 142 Vocabulary Development
- 150 Study Skills
  - 151 Dictionary Skills
  - 152 Utilizing Reference Materials
  - 153 Interpretation of Written Information
  - 154 Library Use
  - 155 Organizing Information
- 160 Purpose and Value of Reading
- 170 Practical Reading

Communication Skills

- 210 Non-Oral Language
  - 211 Speech Reading
  - 212 Finger Spelling
  - 213 Sign Language
  - 214 Typing and Braille Writing
  - 215 Adaptive Communication (Communication Boards)
  - 216 Body Language
- 220 Oral Language
  - 221 Auditory Perception
    - 222 Listening
    - 223 Auditory Memory
  - 224 Pre-Articulation
  - 225 Articulation
- 230 Language Development
  - 231 Grammar
  - 232 Speaking
  - 233 Comprehension
  - 234 Association
- 240 Written Language
  - 241 Handwriting
  - 242 Spelling
  - 243 Grammar

300 Reasoning

350 Other Academic Skills

Computation Skills

- 410 Math Readiness
- 420 Basic Math
  - 421 Addition
  - 422 Subtraction
  - 423 Multiplication
  - 424 Division
  - 425 Fractions
  - 426 Percentages
  - 427 Simple Algebra
  - 428 Simple Geometry
- 430 Practical Math
  - 431 Telling Time
  - 432 Measurement
  - 433 Money

Perceptual Motor Coordination

- 510 Gross Motor
- 520 Fine Motor
- 530 Orientation
  - 531 Body Awareness
  - 532 Spatial
  - 533 Directionality
  - 534 Laterality
- 540 Mobility (Blind)
- 550 Wheel Chair Use

Health and Hygiene

- 610 Physical Health
  - 611 Physical Fitness
  - 612 Nutrition
  - 613 Drug Education
  - 614 Knowledge of Body Systems
  - 615 Hygiene
    - 616 Grooming
    - 617 Care of eyes, nose, ears, teeth
- 670 Mental Health
  - 671 Expression of Emotions
  - 672 Decision Making
  - 673 Risk Taking
  - 674 Behaving Responsibly
  - 675 Problem Solving
  - 676 Self-Discipline
  - 677 Intra-Personal Adjustment

Self-Concept

- 710 Self-Identification/Body Parts
- 720 Self-Confidence
- 730 Needs and Interests
- 740 Personal Values

Community Adjustment

- 810 Relations With Others
  - 811 Relations With Peers
  - 812 Relations With Adults
  - 813 Relations With Authorities
- 820 Social Skills
  - 821 Speech
  - 822 Manners
- 830 Family Life
  - 831 Child Care
  - 832 Human Sexuality
  - 833 Family Relations
- 840 Classroom Behavior
  - 841 Attendance/Promptness
  - 842 Attention Span
  - 843 Task Completion
- 850 Safety
- 860 Recreation/Leisure Skills
- 870 Independent Living Skills
  - 871 Use of Public Transportation
  - 872 Use of Telephone
  - 873 Consumer Skills
  - 874 Housekeeping
  - 875 Other

Vocational and Career Developmen

- 910 Pre-Vocational
  - 911 Interviewing Techniques
  - 912 Types of Professions
  - 913 Applying for a Job
- 920 Career Development
  - 921 Specific Skills Training
  - 922 Career Knowledge
  - 923 Career Exploration
  - 924 Career Interests
  - 925 Career Aptitudes

990 Other (specify)

FORM NUMBER: D

FORM NAME: Special Education Pupil Progress Review

PURPOSE: To be used at all review meetings to document all decisions, recommendations, changes and evaluations, of pupil progress. To receive consent from parent for the instructional plan and placement. To document team members present recommending placement and the IEP.

NOTE: This form will be a computer print-out of the current placement and program. It will be supplied to the administrator during the month preceding the review. This form is the cover page and is attached to the Individualized Educational Program (IEP) Form C (for continuing students). This form and the IEP meet the requirements of an Individualized Educational Program listed in P. L. 94-142 a. 346 and Title 5, 3306.

INSTRUCTIONS:

WHEN: At all review meetings.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Previous decisions will be printed by the computer. New or current recommendations or information should be written in the shaded boxes.
2. Complete MIS C, IEP-Goals and Objectives.
3. SAT/EAS members sign.
4. If parent is present, have parent sign.
5. If parent is not present, see MIS X.

DISTRIBUTION:

With copies of MIS C, IEP-Goals and Objectives attached:

1. White copy in student's permanent file.
2. Canary copy to parent.
3. Pink copy in student's cum folder.
4. Goldenrod copy to the IEP implementor.

[illegible]ECIA[illegible]DU[illegible]ON[illegible]IL [illegible]GRE[illegible]REV[illegible]

Student Name: **Birthdate:** **Sex:** **Grade:** **(1) STUDENT I.D.:**

Placement District: **Number:** **Parent Name:** **Resident Dist. No.:**

Placement School: **Number:** **Address:** **Resident Sch. No.:**

Primary Handicap: **Class:** **City, State:**

Current Placement: All Programs

	Number
1	
2	
3	
4	

(If Any Change From Current Programs)

***(2) RECOMMENDED PROGRAMS: ALL PROGRAMS**

	Programs	Number	1 = Dist. 2 = County	Waiting List (W)
1				
2				
3				
4				

(3) PREVIOUS PUPIL EDUCATIONAL NEEDS

Evaluation: (01 = Goal Met / 02 = Goal Not Met)

	01/02		01/02
1		6	
2		7	
3		8	
4		9	
5		10	

(5) PLANNED INTEGRATION: (SPECIAL CLASS ONLY)

Average Minuted / Day

	Previous	Planned
Instruction		
Nutrition		
Transportation		
Recreation		
Total Min. in Day		

(6) PARENT ATTENDED

A & D MEETING

Previous

Current 01 = Yes 02 = No

(7) PARENT DECISION

(01 = Approve / 02 = Appeal / 03 = Decline)

Previous

Current

***(4) NEW PUPIL EDUCATIONAL NEEDS IN INDIVIDUAL PLAN**

	Goal No.		Goal No.
1		6	
2		7	
3		8	
4		9	
5		10	

(8) PLACED BY:

Previous

Current

01 = A & D

02 = Special Educ. Admin.

(9) GRADE LEVEL:

Previous

Current

Examples:

03 = Grade 3

PS = Post High School

PR = Preschool

KI = Kindergarten

UN - Ungraded

(10) FACILITY

Previous

Current

01 = Spec. Design Spec. Class

02 = Spec. Design Reg. Class

03 = Regular Classroom

04 = Portable Classroom

05 = Other

06 = Van

(11) TRANSPORTATION

Previous

Current

01 = County Contracted

02 = District Provided – Regular

03 = District Provided – Special

04 = Parent Provided

05 = None Provided

(12) CURRENT REVIEW DATE

(13) NEXT REVIEW DATE

(14) PROGRAM EXIT DATE

Signed ______________________ ( ) ______________
A & D Chairperson Telephone

Signed ______________________ ( ) ______________
Parent Telephone

Additional Persons Attending Meeting:

Name	Position

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ORIGINAL TO M.I.S.

* SEE REVERSE SIDE FOR APPROPRIATE CODES

PARENT NOTIFICATION FORMS

The following forms meet legal requirements for parent notification and parent involvement. These forms are denoted by Roman numerals.

Parent Notification Forms

FORM NUMBER: I

FORM NAME: Parent Status

PURPOSE: To document all required contacts with parents. Time requirements and form numbers are listed to provide a quick, easy reference to those who have the responsibility to notify parents of pupil assessments, meetings and recommendations.

INSTRUCTIONS:

WHEN: A new form should be placed in each student's file at the beginning of each school year. This form should be kept up to date as contacts are made.

WHO: Every person who makes contact with the parent.

WHAT TO DO:

As parent contacts are made, record date of contact, who made the contact, and any pertinent comments.

DISTRIBUTION:

1. In student's permanent file.
2. If additional copies are maintained by other personnel, i.e., teachers, speech therapists etc., they should be filed in the permanent file at the end of each school year.

MARIN COUNTY
SPECIAL EDUCATION

MIS I
6/78

School Year 19____ -19______

PARENT STATUS

This form is required to be completed for all pupils. Please observe the following deadlines:
NOTE: Any notice sent to a parent by mail or delivered in person must be written in the primary language of the home.

1. Parent(s) must be notified within 15 school days from the day of referral. Written parental consent must be obtained prior to the implementation of any assessment plan.
2. Any assessment of a pupil referred to an SAT or EAS must be completed within thirty-five (35) school days of receipt of consent for assessment.
3. Parent(s) must be notified at least fifteen (15) days prior to a meeting of the SAT or EAS.
4. At or following the SAT or EAS meeting, the parent shall be notified of the recommendations.
5. The parent may request a review of these recommendations, by the SAT/EAS.
6. The parent may request a hearing by the Superintendent of Schools.

ACTION	DATE(S) MO/DA/YR	BY WHOM	COMMENTS
1. Initial phone call to parent.			
2. Notice sent to parent of intent to assess. (MIS III)			
2a. Description of assessment sent (MIS IV and/or V)			
3. Notice sent to parents of rights and due process procedures (MIS VI)			
4. Parent approval/disapproval received for assessment (MIS III)			
5. Release of information received (MIS VII)			
6. Consent for interim/diagnostic placement received (MIS VIII)			
7. Notice sent to parent of SAT/EAS meeting (MIS IX)			
8. Parent will/will not attend SAT/EAS meeting (MIS IX)			
9. Notice sent to parent of SAT/EAS recommendations and Instructional Plan (MIS X, Parent's Copy B or D & C)			
10. Parent approval/disapproval of SAT/EAS (MIS X) recd.			
11. Education code rights sent			
12. Notice sent to parent of SAT/EAS review (MIS IX)			
13. Parent will/will not attend SAT/EAS review (MIS IX)			

14. Other contact with parents (use reverse side of this sheet)

FORM NUMBER: II

FORM NAME: SAT/EAS Checklist

PURPOSE: This form is not required. It is provided to keep track of forms that are required for the SAT/EAS case process. When completed it insures that all required SAT/EAS forms have been filled out.

INSTRUCTIONS:

WHEN: Optional - ongoing.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:
As required SAT/EAS forms are used, record the date(s) completed.

DISTRIBUTION:
File in student's permanent file.

MIS II
6/78

MARIN COUNTY
SPECIAL EDUCATION

SAT/EAS CHECK LIST

Pupil's Name ______________________ Birthdate ______________

THIS FORM IS DESIGNED TO HELP YOU MONITOR THE SAT/EAS

FORM NUMBER	FORM TITLE	DATE(S) COMPLETED			
		MO	DA	MO	DA
REQUIRED FORMS NEW STUDENTS:					
A	SERVE				
B	Individualized Education Program-Pupil Placement Summary				
C	Individualized Education Program-Goals and Objectives				
I	Parent Status				
1	Student Referral Form				
4 and/or 5	Psychological Evaluation/Educational Study Report and/or Speech and Language Assessment Report				
REQUIRED FORMS CONTINUING STUDENTS:					
C	Individualized Education Program-Goals and Objectives				
D	Special Education Pupil Progress Review				
I	Parent Status				
OPTIONAL FORMS: (May be required in some districts.)					
2	Student Information Form				
3	Health Inventory				

FORM NUMBER: III

FORM NAME: Parent Consent for Assessment

PURPOSE: To notify parents of intent to assess and receive consent for assessment. This notice must be sent to parent within 15 school days from the day of referral before an assessment is conducted (Title 5, 3303). In order for the parent to give "informed consent" the notice must contain a "description of the action proposed"; "why the agency proposed the action" and "a description of each evaluation procedure, test, record, or report to be used." (P. L. 94-142 a. 500-532, Title 5, 3304)

NOTE: This form will be sent with: 1) appropriate descriptions attached, see MIS IVa, and/or IVb, and/or V and 2) parent rights MIS VI.

INSTRUCTIONS:

WHEN: Within 15 school days from the day of referral. Written parental consent must be obtained prior to the implementation of any assessment plan.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Complete the form.
2. Enclose: (1) parent's copy (canary) of appropriate assessment descriptions, MIS IVa, and/or MIS IVb and/or MIS V and (2) Parent/Guardian Rights, MIS VI.

DISTRIBUTION:

1. Send white and canary copies to parent. (Log on Parent Status, MIS I.)
2. File white copy in student's permanent file when returned by parent. (Log on MIS I.)

MIS III
6/78

MARIN COUNTY
SPECIAL EDUCATION

PARENT CONSENT FOR ASSESSMENT

Student Name ______________________________ Date ______________

School ______________________________ District ______________

Dear Parent or Guardian:

Your son/daughter has been referred to the School Appraisal Team/Educational Assessment Service for an individual evaluation to determine his/her educational needs. A description of the assessment procedures and tests to be used is attached or will be made available before assessment begins.

The educational assessment may consist of an evaluation in any or all of the following areas:

- ☐ Educational Assessment of current functioning level and potential to function in:
  - ☐ Reading
  - ☐ Oral and Written Language
  - ☐ Mathematics
- ☐ Health Status, including a recent vision and hearing assessment
- ☐ Appraisal of cultural, ethnic, and language factors which may effect school functioning (including language dominance)
- ☐ Assessment of career and vocational aptitudes (secondary pupils)
- ☐ Appraisal of adaptive behavior
- ☐ Appraisal of cognitive functioning
- ☐ Appraisal of affective functioning
- ☐ Appraisal of sensory motor functioning
- ☐ Appraisal of receptive and expressive language functioning
- ☐ Appraisal of pupil's intellectual aptitude for academic learning

I have received a copy of my rights (MIS VI enclosed) and hereby give permission for any of the above evaluations to be made. I understand that the results will be kept confidential and that I will be invited to attend the SAT/EAS meeting to discuss the assessment results. It is also my understanding that no educational placement will result from this evaluation without my written permission.

______________ Date

______________ Signature of Parent or Guardian

Please sign, keep the canary copy, and return the white copy to:

____

____

____

Should you have questions regarding this assessment or your legal rights, please do not hesitate to call:

______________ SAT/EAS Member

______________ Position

______________ Telephone Number

DISTRIBUTION:
White - Permanent File
Canary - Parent

FORM NUMBER: IVa, IVb

FORM NAME: Psycho-Educational Assessment Description

PURPOSE: To be attached, when appropriate, to Parent Consent for Assessment, Form III. To provide parents with a description of the psychological and educational procedures and tests to be used.

INSTRUCTIONS:

WHEN: Within 15 school days from the day of referral and before any assessment begins.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Complete either or both of the forms, as appropriate.
2. Attach parent's copy (canary) to MIS III, Parent Consent for Assessment.

DISTRIBUTION:

1. Send canary copy (attached to MIS III) to parent. (Log on Parent Status, MIS I.)
2. File white copy in student's permanent file. (Attach to white copy of MIS III when returned by parent.)

MARIN COUNTY
SPECIAL EDUCATION

MIS IVa
6/78

PSYCHO-EDUCATIONAL ASSESSMENT DESCRIPTION

All tests and assessment materials will be presented to the pupil in the child's native language or in another, more appropriate, mode of communication that meets your pupil's individual communication needs.

The assessment may consist of observations, interviews, formal and informal tests.

Assessment materials will be selected and administered so as not to be racially or culturally discriminatory.

No single procedure will be used as the sole criterion for determining an appropriate educational program.

At the time of the assessment meeting the tests and assessments administered to your child and the results will be discussed with you.

It is anticipated that the assessment of your child ________________________________
Pupil's Name
will consist of the items checked below. If additional tests are needed you will be contacted for permission.

- ☐ Stanford-Binet Intelligence Scale, Third Revision (Measures the student's general level of intellectual functioning)
- ☐ Wechsler Intelligence Scale for Children - Revised (Measures the student's general level of intellectual functioning)
- ☐ Wide Range Achievement Test (Measures skill level in word recognition, spelling and arithmetic)
- ☐ Draw-A-Person (A projective measure giving insight into maturity and emotional functioning)
- ☐ Bender Motor Gestalt Test (Measures visual-motor perception and gives indications of emotional functioning)
- ☐ Peabody Picture Vocabulary Test (Measures the student's receptive language vocabulary)
- ☐ Denver Developmental Screening Test (Assesses development in the areas of personal-social, fine-motor adaptive, language and gross motor)
- ☐ AAMD - Adaptive Behavior Scale (Assesses the student's level of socially adaptive and maladaptive behavior)
- ☐ Developmental Test of Visual Motor Integration (Beery)(Measures visual motor perception)
- ☐ Peabody Individual Achievement Test (A screening measure of achievement in the areas of mathematics, reading recognition, reading comprehension, spelling, and general information)
- ☐ The Wechsler Preschool and Primary Scale of Intelligence (A general measure of intellectual functioning for preschool and primary aged children)
- ☐ Boehm Test of Basic Concepts (Assesses the ability to understand 50 verbal concepts)
- ☐ Illinois Test of Psycholinguistic Abilities (Assesses ability to interpret visual and auditory information, to integrate information with past experience, to retain information in order to express information verbally and through gesture)
- ☐ Motor-Free Visual Perception Test (Measures visual perception without motor involvement)
- ☐ Other (Specify)

you have any questions regarding this assessment, please do not hesitate to call:

________________________________ ________________________________
AT/EAS Member Position

____
elephone Number

DISTRIBUTION:
White - Permanent File
Canary - Parent

MIS IVb
6/78

MARIN COUNTY
SPECIAL EDUCATION

PSYCHO-EDUCATIONAL ASSESSMENT DESCRIPTION

All tests and assessment materials will be presented to the pupil in the child's native language or in another, more appropriate, mode of communication that meets your pupil's individual communication needs.

The assessment may consist of observations, interviews, formal and informal tests.

Assessment materials will be selected and administered so as not to be racially or culturally discriminatory.

No single procedure will be used as the sole criterion for determining an appropriate educational program.

At the time of the assessment meeting the tests and assessments administered to your child and the results will be discussed with you.

It is anticipated that the assessment of your child ____________________________________
Pupil's Name
will consist of the items checked below. If additional tests are needed you will be contacted for permission.

- ☐ McCarthy Scales of Children's Abilities (Assesses student's intellectual and motor development between 2½ to 8½ years of age)
- ☐ Wechsler Adult Intelligence Scale (A general measure of intellectual functioning for adolescents and adults)
- ☐ Rorschach Inkblot Test (A projective test used to evaluate the individual's comprehension and sense of reality)
- ☐ Hiskey-Nebraska Test of Learning Aptitude (Measures learning aptitude, normed for hearing impaired students)
- ☐ Grace Arthur Adaptation of the Leiter (A non-verbal intelligence test for students 3 to 7 years of age)
- ☐ Thematic Apperception Test (A projective test pertaining to how individuals perceive themselves and giving insight on how they interact with others)
- ☐ Wepman Auditory Discrimination Test (Measures discrimination of speech sounds)
- ☐ Marianne Frostig Developmental Test of Visual Perception (Assesses visual/perceptual motor functioning)
- ☐ Lincoln-Oseretsky Motor Development Scale (Assesses gross-motor skill)
- ☐ School Apperception Method (A projective test used to assess the child's perception of themselves and others in the school setting)
- ☐ Leiter International Performance Scale (A non-verbal measure of an individual's intelligence)
- ☐ Vineland Social Maturity Scale (Assesses the student's level of social competence)
- ☐ Columbia Mental Maturity Scale (A non-verbal test of classification and categorization skills for students 3½ to 10 years of age)
- ☐ Raven Progressive Matrices (Assesses mental ability through a series of non-verbal problem solving tasks)
- ☐ Vane Kindergarten Test (A screening measure of visual perception, visual motor coordination and expressive verbalization for students 4 to 7 years of age)
- ☐ Other (Specify)

If you have any questions regarding this assessment, please do not hesitate to call:

____
SAT/EAS Member

____
Position

____
Telephone Number

DISTRIBUTION:
White - Permanent File
Canary - Parent

FORM NUMBER: V

FORM NAME: Speech and Language Assessment Description

PURPOSE: To be attached, when appropriate, to Parent Consent for Assessment, Form III. To provide parents with a description of the speech and language procedures and tests to be used.

INSTRUCTIONS:

WHEN: Within 15 school days from the day of referral and before any assessment begins.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Complete the form, when appropriate.
2. Attach parent's copy (canary) to MIS III, Parent Consent for Assessment.

DISTRIBUTION:

1. Send canary copy (attached to MIS III) to parent. (Log on Parent Status, MIS I.)
2. File white copy in student's permanent file. (Attach to white copy of MIS III when returned by parent.)

MARIN COUNTY
SPECIAL EDUCATION

MIS V
6/78

SPEECH AND LANGUAGE ASSESSMENT DESCRIPTION

All tests and assessment materials will be presented to the pupil in the child's native language or in another, more appropriate, mode of communication that meets your pupil's individual communication needs.

The assessment may consist of observations, interviews, formal and informal tests.

Assessment materials will be selected and administered so as not to be racially or culturally discriminatory.

No single procedure will be used as the sole criterion for determining an appropriate educational program.

At the time of the assessment meeting the tests and assessments administered to your child and the results will be discussed with you.

It is anticipated that the assessment of your child ______________________
Pupil's Name

will consist of the items checked below. If additional tests are needed you will be contacted for permission.

- ☐ Oral Peripheral Examination
- ☐ Hearing Acuity Examination
- ☐ Articulation Test (assesses skill in production of consonant sounds)
- ☐ Memory For Sentences (measures the ability to recall sentences of increasing length and complexity)
- ☐ Lindamood Auditory Conceptualization Test (measures the ability to discriminate one speech sound from another and the ability to perceive the number and order of sounds within a spoken pattern)
- ☐ Peabody Picture Vocabulary Test (assesses comprehension of single words)
- ☐ Boehm Test of Basic Language Concepts (assesses the ability to understand 50 verbal concepts)
- ☐ Northwestern Syntax Screening Test (assesses the ability to understand and utilize grammar and basic sentence structures)
- ☐ Language Sample (assesses spontaneous language)
- ☐ Structured Photographic Language Test (assesses expressive language through responses to photographs)
- ☐ Test for Auditory Comprehension of Language (assesses knowledge of concepts, grammar and syntax)
- ☐ Illinois Test of Psycholinguistic Abilities (assesses ability to interpret visual and auditory information, to integrate information with past experience, to retain information in order and to express information verbally and through gesture)
- ☐ Other (specify)

If you have any questions regarding this assessment, please do not hesitate to call:

______________________ SAT/EAS Member

______________________ Position

______________________ Telephone Number

DISTRIBUTION:
White - Permanent File
Canary - Parent

FORM NUMBER: VI

FORM NAME: Parent/Guardian Rights and Provision for Due Process

PURPOSE: To inform parents of their rights and the provision for due process. This form is to be sent to the parent with the Consent for Assessment Form III. The parent's signature on the Consent for Assessment Form III also indicates they have received their rights.

NOTE: The Education Code specifies that parents receive their confidentiality and certain other rights upon the student's initial enrollment and annually, thereafter. This rights statement could also accompany those others.

INSTRUCTIONS:

WHEN:

1. Each time MIS III, Parent Consent for Assessment is sent.
2. Annually with Education Code rights.
3. Whenever due process proceedings are initiated.
4. Whenever requested by parents.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Attach to MIS III, Parent Consent for Assessment. (Log on Parent Status, MIS I.)

DISTRIBUTION:

1. Send to parent attached to MIS III, Parent Consent for Assessment.
2. And/or send to parent whenever indicated above.

MIS VI
6/78

MARIN COUNTY
SPECIAL EDUCATION

PARENT/GUARDIAN RIGHTS AND PROVISION FOR DUE PROCESS

Parents or Guardians have the right to take part in providing information and in making decisions about their children's education. Due process makes sure that children and their parents or guardians are given their rights by schools according to the law.

Each parent of an individual with exceptional needs is entitled to written notice of his or her rights as specified in Title V Regulations and P.L.94-142.

The following rights are assured you as parents/guardians:

YOU HAVE THE RIGHT TO:

- be given written notice whenever the District and/or County Superintendent of Schools:
  a) proposes to initiate, or change, the identification, assessment, or educational placement of your child or the free appropriate public education provided to your child;
  OR
  b) refuses to initiate, or change, the identification, assessment, or educational placement of your child or the free appropriate public education provided to your child.
- be given written notice of the intent to assess within fifteen (15) school days from the date of referral.
- give written permission for the proposed evaluation.
- give written consent for release of any confidential information to be used during the assessment process.
- have an individual pupil study completed within thirty-five (35) school days after permission for assessment is received.
- be invited to the School Appraisal Team/Educational Assessment Service meeting devoted to discussion of the assessment findings and program placement recommendations and:
  - present information at the meeting, either in person or in writing through a representative
  - be accompanied by a representative
  - have your child attend the meeting, if appropriate
  - give written consent for any special education placement for your child
  - be informed in writing of the School Appraisal Team's/Educational Assessment Service's recommendations, to include a copy of the written instruction plan
  - ask for a change in the plan
  - refuse any or all recommendations
- have your child educated with individuals who are not handicapped, to the maximum extent appropriate to both
- be informed that all parent consents are voluntary.
- request an interim placement in a comparable program if your child was enrolled in a special education program immediately prior to moving to Marin County. This placement shall not exceed thirty (30) days.
- examine and receive a copy of all relevant school records pertaining to your child within five (5) school days after such a request is made. You may be charged no more than the actual cost of reproducing such records if the cost does not effectively prevent you from exercising your right to receive the copy.
- to challenge information on your child's records which you believe to be inaccurate; an unsubstantiated personal conclusion or inference outside the observer's area of competence; or not based on personal observation.
- file a written complaint with a district or county superintendent if you believe a violation of law or regulation governing special education and related services exists.

If you disagree with the School Appraisal Team/Educational Assessment Service Recommendations:

YOU HAVE THE RIGHT TO:

- request a further review by the School Appraisal Team/Educational Assessment Service.
- request an independent educational assessment at public expense if the district agrees. However, the district may initiate due process to determine if its assessment is appropriate. If the decision finds the district assessment to be appropriate the independent assessment will be at the parents' expense.
- obtain an independent educational assessment at your own expense. The results of the assessment shall:
  a) be considered by the school district in any decision made with respect to the provision of a free appropriate public education to the pupil;
  AND
  b) may be presented by either party as evidence at a hearing before the Fair Hearing Panel regarding that pupil.
- appeal the decision and request a hearing by the Superintendent of Schools/Designee(s)
- be present at or send a representative to the hearing to present additional evidence or call witnesses.
- make a further appeal to the State Superintendent of Public Instruction.
- appeal the State's decision to a court of competent jurisdiction.

The student must remain in his/her present educational placement during the pendency of any administrative or judicial proceeding, unless the district and parents agree otherwise.

FORM NUMBER: VII

FORM NAME: Parent Consent for Release of Information

PURPOSE: To receive consent for the release/exchange of information between agencies, physicians, etc. and the school. To gather additional information to assist the SAT/EAS in making a comprehensive educational assessment. A separate form must be completed for each agency. The form also notified agencies that the information sent will become part of the school records and available to parents. This form is to be used in conjunction with the Student Information Form 2.

INSTRUCTIONS:

WHEN: As needed to gather additional information.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. The Parent Consent for Release of Information, MIS VII, Student Information, MIS 2 and Health Inventory,MIS 3 could be presented to the parent in person by the case manager.
2. After the Student Information, MIS 2 is completed the case manager will have a list of those agencies familiar with the student. Then a separate Release of Information form, MIS VII, can be completed for each agency listed.
3. Have the parent sign the form(s).

DISTRIBUTION:

1. When returned signed by parent, send white copy to agency.
2. File canary copy in permanent file.

MARIN COUNTY
SPECIAL EDUCATION

MIS VII
6/78

PARENT CONSENT FOR RELEASE OF INFORMATION

In order to assist the School Appraisal Team/Educational Assessment Service in making a comprehensive educational assessment, I hereby give my permission for:

Name ____

Address ____

to release all medical, psychological or other information concerning:

Student's Name ________________________ Birthdate ________________

to members of the School Appraisal Team/Educational Assessment Service. Records used by the SAT/EAS become a part of the child's school record and shall be available to the parents upon request.

Please send this information to the following person:

Name and Position ________________________________

Address ________________________________

____

Records used by the School Appraisal Team/Educational Assessment Service become a part of the child's school record and shall be available to parents upon request.

________________________________ ________________
Signature of Parent or Guardian Date

DISTRIBUTION:
White - Agency
Canary - Permanent File

FORM NUMBER: VIII

FORM NAME: Parent Consent for Interim or Temporary Diagnostic Placement

PURPOSE: To receive parent consent for Interim or Temporary Diagnostic Placement.

NOTE: 1. Interim Placement can be provided for students who were in a special education program immediately prior to moving to the district. The interim placement must be comparable to the previous placement. An SAT/EAS meeting must be held within thirty (30) calendar days.

2. P. L. 94-142 does not specifically provide for a Temporary Diagnostic Placement of a child. Title 5, 3152 states: "...Each school district shall make a formal assessment within thirty-five (35) school days from the date of receipt of the written parent(s) consent for such assessment of an individual thought to have exceptional needs to determine the need for, and appropriate placement in, a special education program and for providing related services to such pupil."

A Temporary Diagnostic Placement can be made only if a parent requests it. It should be used cautiously. An SAT/EAS meeting must be held within thirty-five (35) school days.

INSTRUCTIONS:

WHEN:

1. Interim Placement - when students who were previously in a special education program immediately prior to moving to the district, enter the district.
2. Temporary Diagnostic Placement - only if a parent requests it.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Complete the appropriate section.
2. Have the parent sign.
3. Log on Parent Status, MIS I.
4. Forms for Consent for Assessment, MIS III with appropriate Assessment Descriptions, MIS IVa, IVb and/or V, and Parent Rights, MIS VI must also be completed and signed.

DISTRIBUTION:

1. White copy in student's permanent file.
2. Canary copy to parent.

MARIN COUNTY
SPECIAL EDUCATION

MIS VIII
6/78

PARENT CONSENT for INTERIM or TEMPORARY DIAGNOSTIC PLACEMENT

1. Pupil's Name ______________________ 2. Birthdate ____________ 3. Sex ☐ M ☐ F
4. Parent's Name ______________________ 5. Telephone ____________
6. Parent's Address ______________________

Complete Section A or Section B Below

A. Parent Consent for Interim Placement:

7. Name of Previous School District ______________________
8. Address (if known) ____________ 9. Contact Person ____________
10. Telephone (if known) ____________ 11. Type of Program ____________
12. Dates enrolled in Special Education: From ____________ To ____________
13. Prior Spec. Ed. Plcmt. verified on (date) ____________ By (method) ____________
14. Interim Plcmt. in (type of program) ____________ To begin on (date) ____________

I understand an interim placement can be provided for students who were in a special education program immediately prior to moving to the district. This placement shall not exceed thirty (30) days at which time an SAT/EAS meeting will be held to determine my child's special needs and program. I have signed the necessary consent forms and give my consent for this interim placement.

Signature of Parent or Guardian ____________ Date ____________ Name of School District ____________

Signature of person making placement ____________ Date ____________

B. Parent Consent for Temporary Diagnostic Placement:

I understand a temporary diagnostic placement may be provided for the purposes of observation and assessment at my request. This placement shall not exceed thirty-five (35) school days at which time an SAT/EAS meeting will be held to determine my child's special education needs and program.

I have signed the necessary consent forms and give my consent for this temporary diagnostic placement.

Signature of Parent or Guardian ____________ Date ____________ Name of School District ____________

Signature of person making placement ____________ Date ____________

DISTRIBUTION:
White - Permanent File
Canary - Parent

FORM NUMBER: IX

FORM NAME: Parent Notification of SAT/EAS Meeting

PURPOSE: To notify parents of all SAT/EAS meetings. Parents must be notified fifteen (15) days before the meeting. Title 5 and P. L. 94-142 state that written notice shall be given to each parent of an individual with exceptional needs prior to the school district:

1) Proposing to initiate, or change, the identification, assessment, or educational placement of the pupil or the free appropriate public education provided to the pupil;
2) Refusing to initiate, or change, the identification, assessment, or educational placement of the pupil or the free appropriate public education provided to the pupil.

P. L. 94-142, 121a. 345 states that the public agency shall take steps to insure that the parents are present at each meeting including scheduling the meeting at a mutually agreed upon time and using other methods to insure their participation and to convince them to attend.

INSTRUCTIONS:

WHEN: Fifteen (15) days before each SAT/EAS meeting; initial and/or review meetings.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Complete the top portion of the form.
2. Write the pupil's name at the bottom.
3. Log on Parent Status, MIS I.

DISTRIBUTION:

1. Send both copies to parent.
2. When parent returns the white copy, log the decision on Parent Status, MIS I and file white copy in the student's permanent file.

MARIN COUNTY
SPECIAL EDUCATION

MIS IX
6/78

PARENT NOTIFICATION OF SAT/EAS MEETING

Date: ____________________

Dear

The School Appraisal Team/Educational Assessment Service has completed its ____________________
Assessment / Review

of your child ____________________
Pupil's Name

We would like to meet with you at __________ on __________ at __________
Time Mo. Day Year Location

to discuss the results of this ____________________
Assessment/Review

We hope you can meet with us to help plan your child's educational program. If you cannot attend, you may send a representative and/or anything you wish in writing. No educational plan or placement will be made without your written consent. You will receive a copy of the educational plan you approve for your child. We are required to review your child's progress at least once per year, and you will be notified prior to all such reviews.

Will you please check the appropriate section below, sign the form, keep the canary copy, and return the white copy to me at the following address:

____________________ ____________________
Name Address

By: ____________________
Date

- -

PLEASE CHECK THE APPROPRIATE SECTION:

☐ We plan to attend the SAT/EAS meeting to discuss the educational placement and written instructional plan of our son/daughter.

☐ We will not attend the SAT/EAS meeting but would like to appoint the following person to represent us and speak for us:
Name of Designee: ____________________

☐ We would like to attend the SAT/EAS meeting but cannot do so at the time scheduled and would like to ask that the meeting be scheduled at a different time.

☐ We do not wish to attend the SAT/EAS meeting. We understand that a school representative will contact us to obtain our consent to the decision, and that we may be involved in discussing a program for our son/daughter.

____________________ ____________________ ____ / ____ / ____
Pupil's Name Signature of Parent or Guardian Mo. Day Year

DISTRIBUTION:
White - Permanent File
Canary - Parent

FORM NUMBER: X

FORM NAME: Notification of SAT/EAS Recommendations

PURPOSE: To notify a parent who did not attend the SAT/EAS meeting of the team's recommendations for placement and individual educational plan. To receive consent from the parent for the instructional plan and placement.

INSTRUCTIONS:

WHEN: After an SAT/EAS meeting, if the parent did not attend.

WHO: SAT/EAS Chairperson or case manager.

WHAT TO DO:

1. Complete the top portion of the form.
2. Write pupil's name at the bottom.
3. Log on Parent Status, MIS I.

DISTRIBUTION:

1. If this is an initial placement meeting: To both copies of MIS X, attach the parent's copy (canary) of IEP-Pupil Placement Summary, MIS B and the parent's copy (canary) of IEP-Goals and Objectives, MIS C. Send to parent.
2. If this is a review meeting: To both copies of MIS X, attach the parent's copy (canary) of Special Education Pupil Progress Review, MIS D, and the parent's copy of IEP-Goals and Objectives, MIS C. Send to parent.
3. When the parent returns the white copy, log the decision on Parent Status, MIS I and attach to the white copy of MIS B or D and MIS C in the permanent file. The parent's signature on this form is used as consent and replaces the need for the parent's signature on MIS B or D and MIS C.

MARIN COUNTY
SPECIAL EDUCATION

MIS X
6/78

NOTIFICATION OF SAT/EAS RECOMMENDATIONS

Date ________________

Dear:

At a meeting held at ________________ (Location) on ________________ (Date)

the School Appraisal Team/Educational Assessment Service recommended that your child ________________ (Pupil's Name)

be placed in the type of program indicated on the enclosed Individualized Education Program - Pupil Placement Summary, and Goals and Objectives (MIS B or D & MIS C). If you and/or a representative would like to schedule a conference to discuss this placement and/or written instructional plan enclosed, or if you wish to have this recommended educational decision reconsidered by the School Appraisal Team/Educational Assessment Service please call me at ________________

Due Process, as specified by state law, guarantees parents' or guardians' rights to be involved in the planning of their child's special education program, and to approve or disapprove the school's recommended placement and instructional plan.

Will you please check the appropriate line below, sign the form, keep the canary copy and return the white copy to me at the following address:

(Note: Please keep the enclosed copies of MIS B or D & MIS C)

________________ Name

________________ Address

____

- -

APPROVAL

If you approve the instructional plan and placement, please check line (a).

(a)____ I approve the instructional plan and placement as indicated on forms MIS B or D and MIS C enclosed.

DISAPPROVAL

If you disapprove, you may request one of the options below:

(b)____ A further review by the School Appraisal Team/Educational Assessment Service.

(c)____ An independent assessment of my child by a qualified specialist of my own choosing (qualified specialist includes licensed physician, psychologists, audiologists). I understand that such assessment is at my expense unless the school district agrees in writing to pay for such an assessment.

(d)____ That my child remain in the regular program.

(e)____ A hearing before the Superintendent of Schools/Designee(s).

________________ Pupil's Name

________________ Parent/Guardian Signature

____ / ____ / ____ Mo. Day Year

DISTRIBUTION:
White - Permanent File
Canary - Parent

FORM NUMBER: XI

FORM NAME: Due Process Checklist

PURPOSE: To be used when a parent challenges a placement and/or instructional plan. The sections are to be completed as a case moves through the process. This form is designed to help monitor the due process actions taken.

INSTRUCTIONS:

WHEN: When a parent challenges a placement and/or instructional plan.

WHO: SAT/EAS Chairperson and/or person responsible for due process proceedings.

WHAT TO DO:

1. Complete each section of the form as a case moves through the process.

DISTRIBUTION:

Place in student's permanent file at completion of process.

MARIN COUNTY
SPECIAL EDUCATION

MIS XI
6/78

DUE PROCESS CHECK LIST

Date ____________________

Pupil's Name ______________________________ Birthdate ____________ ☐ M ☐ F

I. Reason for initiation of Due Process Procedures:

A. Parent/Guardian disapproval of SAT/EAS placement recommendations ____________________

B. Other (specify) ____________________

II. Parent requests (check one)

A. ☐ SAT/EAS review

B. ☐ Independent assessment

C. ☐ Fair Hearing

III. SAT/EAS Review

A. Parent notified on (date) ____________ by (SAT/EAS Coord.) ____________________

B. Review held on (date) ____________ at (Location) ____________________

C. Decision

☐ Sustain SAT/EAS decision

☐ Not to sustain SAT/EAS decision

Recommended Placement:

☐ Regular Class
☐ Learning Disability Program
☐ DIS
☐ LD and DIS
☐ Special Class or Center
☐ Special Class and DIS
☐ Non-public School
☐ Non-public School and DIS
☐ Diagnostic Class

SAT/EAS Coordinator ______________________________ Date ____________

D. Parent ☐ Approves ☐ Disapproves decision of SAT/EAS (Next procedural step is hearing by Supt.of Sch.)

IV. Independent Assessment

A. To be conducted by (individual or agency) ____________________

Address ______________________________ Phone ____________

B. Written copy of assessment received on (date) ____________ by (Administrator ____________

V. Informal conference by Superintendent of Schools

A. Conference scheduled for (date) ____________ at (location) ____________

B. Parent/Guardian notified on (date) ____________ by (Supt.or designee) ____________

C. Conference decision

☐ Sustain SAT/EAS decision

☐ Not to sustain SAT/EAS decision

Recommended placement:

☐ Regular Class
☐ Learning Disability Program
☐ DIS
☐ LD and DIS
☐ Special Class or Center
☐ Special Class and DIS
☐ Non-public School
☐ Non-public School and DIS
☐ Diagnostic Class

Superintendent/Designee(s) Name ______________________________ Date ____________

D. Parent ☐ Approves ☐ Disapproves decision of Superintendent of Schools.(Next procedural step is Fair Hear.)

VI. Fair Hearing

A. Fair Hearing Panel formed: ____________________

Member (named by parent) ____________________

Member (named by district) ____________________

Member (named by first two members) ____________________

B. Hearing Scheduled for (date) ____________ Location ____________

C. Parent/Guardian notified on (date) ____________ by (Chm.Fair Hear. Panel) ____________

D. Hearing Decision

☐ Sustain SAT/EAS decision

☐ Not to sustain SAT/EAS decision

Recommended Placement:

☐ Regular Class
☐ Learning Disability Program
☐ DIS
☐ LD and DIS
☐ Special Class or Center
☐ Special Class and Dis
☐ Non-public School
☐ Non-public School and DIS
☐ Diagnostic Class

Chairman, Fair Hearing Panel ____________________ Date ____________

E. Parent ☐ Approves ☐ Disapproves decision of Fair Hear.Panel (Next proced. step-Hearing by St.Supt. of Pub.Inst.)

VII. *☐ Parent requests hearing by State Superintendent of Public Instruction

A.☐ File furnished to State Superintendent on (date) ____________ by (Supt.or Designee) ____________

B. Hearing Scheduled for (date) ____________ at (location) ____________

C. Hearing Decision

☐ Sustain Superintendent

☐ Not to sustain Superintendent

Recommended Placement

☐ Regular Class
☐ Learning Disability Program
☐ DIS
☐ LD and DIS
☐ Special Class or Center
☐ Special Class and DIS
☐ Non-public School
☐ Non-public School and DIS
☐ Diagnostic Class

State Superintendent ____________________ Date ____________

D. Parent ☐ Approves ☐ Disapproves decision of State Superintendent

VIII. **Parent ☐ will ☐ will not initiate appropriate legal action.

---

* To be utilized if parent does not approve Fair Hearing Panel's recommendation.

** To be utilized if parent does not approve State Superintendent of Public Instruction's recommendation.

DUE PROCESS CHECKLIST OF PROCEDURES

Request

Step 1. Written request for hearing received.

Informal Conference

Step 2. Informal conference within ten (10) school days conducted by Superintendent or designee(s).

Step 3. Modifications authorized in IEP and related services **OR** Referral to Fair Hearing Panel

Fair Hearing

Step 4. Fair Hearing Panel formed within five (5) days.

Step 5. Parents notified of date, time and place ten (10) days prior to the hearing.

Step 6. Fair hearing held within forty-five (45) days of request.

Step 7. Chairman submits panel's decision within ten (10) days.

Step 8. Decision is binding unless either party appeals to State Superintendent within twenty (20) days following decision.

Appeal to State Superintendent of Instruction

Step 9. Parties notified of date, time and place ten (10) days prior to the hearing.

Step 10. State Superintendent hears appeal within thirty (30) days.

Step 11. State Superintendent submits decision within fifteen (15) days.

Step 12. Decision is final and binding unless either party appeals to a court of competent jurisdiction.

Appeal to court of competent jurisdiction

C.A.C. TITLE 5 sec. 3160-3170

STUDENT INFORMATION FORMS

The following forms maintain a record of the process of referral, report and summarize diagnostic information, educational planning and the determination of educational progress. These forms are denoted by Arabic numbers.

Student Information Forms

FORM NUMBER:	1
FORM NAME:	Student Referral Form
PURPOSE:	To record referral and background information on children referred to the SAT/EAS. The conditions and/or concerns that prompted a referral must be recorded and be made a part of the student's permanent file.

INSTRUCTIONS:

WHEN: When a student appears to be experiencing difficulties in school in order to start the process of assessment and determination of eligibility for special education. A referral form must be on file for every student considered for special education services.

WHO:

1. Referrals are generally initiated by: (1) teachers or other school personnel, (2) parents or guardians, (3) public or private agencies, (4) the student, and/or (5) screening procedures.
2. Local practice will determine who completes the referral form.

WHAT TO DO:

1. Complete the form. Supply as much information as possible.
2. The completion of the referral form may involve more than one person and/or source of information.

DISTRIBUTION:

1. The routing of the referral form will vary depending on district procedures.
2. Ultimately the referral form becomes part of the student's permanent file.

MARIN COUNTY
SPECIAL EDUCATION

MIS 1
6/78

STUDENT REFERRAL FORM

Pupil's Name ______________________ Birthdate __________ Age _____ ☐ M ☐ F
School Attending or Present Status ____________________ Teacher/Counselor ____________________
Grade/Program ____
Parent Name ______________________ Foster Parent ______________________
Address ______________________ Address ______________________
______________________ ______________________
Day Phone ______________________ Day Phone ______________________
Evening Phone ______________________ Evening Phone ______________________
Language Spoken At Home: ☐ English ☐ Spanish ☐ Both ☐ Other ______________
Ethnic Group: ☐ Spanish Surname ☐ White ☐ Black ☐ Asian ☐ American Indian ☐ Filipino

Referred By ______________________________________ Date ______________
Name/Position District

Referred To: ______________________________________ Date Received ______________
Name/Position

I. Specify reason for referral:

II. Describe any attempted interventions (Educational, Psychological, Medical, etc.)

III. Known significant health problems:

V. Other agencies involved with student:
Agency ______________________ Contact ______________________
Agency ______________________ Contact ______________________

V. Names of persons to be invited to SAT/EAS Meeting:

VI. Is interim placement requested by parent?

CLASSROOM TEACHER/COUNSELOR SHOULD COMPLETE THE FOLLOWING:

1. Number in priority order only those areas of concern.

Speech and Verbal Communication	
Visual Behavior	
Auditory Behavior	
In-class Social Behavior	

Out-of-class Social Behavior	
Work Habits	
General Motor Behavior	

Discrepancy Classwork and Tests	
Attention Behaviors	
Absenteeism/Tardiness	

2. Indicate specific observed behaviors for above areas checked:

3. Describe program and material used with student:

4. Estimated grade level at which student is functioning: Reading ____________ Math ________________

5. Current test information:

6. Areas of strength and/or interest observed in student:

____ ________________

Teacher/Counselor Signature Date

(Attach additional pages as needed)

FORM NUMBER: 2

FORM NAME: Student Information Form

PURPOSE: To collect information concerning the child's family, agencies with information, educational history and additional areas of importance to the parent.
This form is optional. It may be required in some districts.

INSTRUCTIONS:

WHEN:

1. After the Consent for Assessment, MIS III, is returned signed by the parent.
2. And usually, before an initial SAT/EAS placement meeting.
3. However, it can be used any time additional information is desired.

WHO: It is suggested that the SAT/EAS Chairperson or case manager present the form in person to the parent along with the Health Inventory, MIS 3.

WHAT TO DO:

Have the parent complete and sign the form.

DISTRIBUTION:

File in the student's permanent file.

MARIN COUNTY
SPECIAL EDUCATION

MIS 2
6/78

STUDENT INFORMATION FORM

Pupil's Name ______________________ Birthdate ______________

Parent Name ______________________ Foster Parent ______________________
Address ______________________ Address ______________________
Day Phone ______________________ Day Phone ______________________
Evening Phone ______________________ Evening Phone ______________________

Siblings:	Name	School Now Attending	Birthdate	Age
1.				
2.				
3.				
4.				

Name(s) and address(es) of physicians, clinic, and agencies, familiar with your child, which can furnish information to help us determine your child's educational needs:

AGENCY OR PERSON	ADDRESS	PHONE	CONTACT PERSON
☐ Family Physician			
☐ Golden Gate Regional Center			
☐ Catholic Social Services			
☐ North Bay Regional Center			
☐ Atypical Infant Development Center			
☐ Community Mental Health Services			
☐ Dept. of Vocational Rehabilitation			
☐ Dept. of Health, Continuing Care Services Section			
☐ Marin County Social Services Dept.			
☐ Family Service Agency			
☐ Marin Aid To Retarded Children			
☐ Saint Vincent's School			
☐ Sunny Hills Agency			
☐ Marin County Probation Dept.			
☐ Other			
☐ Other			
☐ Other			
☐ Other			

EDUCATIONAL HISTORY:

Names of Schools or Programs Attended	Location	Grade or Type of Placement
1.		
2.		
3.		
4.		
5.		

ADDITIONAL COMMENTS AND CONCERNS THAT YOU FEEL ARE OF IMPORTANCE:

Date ____________ 19____ Parent Signature ______________________________

FORM NUMBER: 3

FORM NAME: Health Inventory

PURPOSE: To collect information concerning the child's medical history and present state of health. A request for a medical evaluation is a prerogative of the Chairperson of the SAT or EAS and may be required as needed. This form is optional. It may be required in some districts.

INSTRUCTIONS:

WHEN:

1. After the Consent for Assessment, MIS III, is returned signed by the parent.
2. And usually, before an initial SAT/EAS placement meeting.
3. However, it can be used any time additional information is desired.

WHO: It is suggested that the SAT/EAS Chairperson or case manager present the form in person to the parent along with the Student Information Form, MIS 2.

WHAT TO DO:

Have the parent complete and sign the form.

DISTRIBUTION:

File in the student's permanent file.

MARIN COUNTY
SPECIAL EDUCATION

MIS 3
6/78

HEALTH INVENTORY

Student Name ______ Birthdate ______ ☐ M ☐ F
Address ______ Telephone ______
School ______ Grade ______
Name and Address of Previous School Attended ______
Child Lives With (Parent Name) ______ Business Phone ______
Child Lives With (Other - Name and Relationship) ______ Business Phone ______
Name and Address of Doctor ______
Medical Plan and Number ______

Parents' Evaluation of Pupil's Health (respond to items you feel are applicable to needed information on your child)

1. Do you consider your child to be in good health generally? ☐ Yes ☐ No
2. Please check below if your child has had any of the following:

   ☐ Allergy
   ☐ Asthma
   ☐ Convulsions
   ☐ Diabetes
   ☐ Eye Trouble
   ☐ Ear Trouble
   ☐ Heart Disease
   ☐ Hernia (Rupture)
   ☐ Kidney Disease
   ☐ Rheumatic Fever
   ☐ Tuberculosis
   ☐ Child wears glasses or contact lenses
   ☐ Child wears a hearing aid
   ☐ Any other serious illness, operation, accident (explain)
   ☐ Child has been exposed to someone with tuberculosis.

   Please explain any items checked (use reverse side if necessary) ______

3. Any other problems? ______
4. Is your child: ☐ Now under medical care? ☐ Taking any medication?
   ☐ Now under dental care? ☐ Now wears braces or dentures?

   Please explain checked items ______

IF YOUR CHILD HAD TO REMAIN IN SCHOOL DUE TO A DISASTER, WE MAY HAVE TO ADMINISTER NEEDED MEDICATIONS; THEREFORE, **PLEASE** KEEP THE SCHOOL INFORMED OF ANY NEW OR CHANGED MEDICATION REQUIREMENTS OF YOUR CHILD, ON A 24-HOUR BASIS.

5. Are recommended immunizations up-to-date?

   ☐ DPT Dates ______ ☐ Rubella Dates ______
   ☐ Polio Dates ______ ☐ Measles Dates ______
   Date of last Tuberculin test ______

6. Exemption claimed for the following reasons ______
7. Please check items below as they apply to your child:

   ☐ In wheel chair
   ☐ Overactive
   ☐ Feeds self
   ☐ Restricted activity
   ☐ Special food needs
   ☐ Toilet trained
   ☐ Walking
   ☐ Management problem
   ☐ Cries easily
   ☐ Excited easily

8. Any other behavior or developmental problems that could affect your child's participation in school? ______

Parent Signature ______ Date ______

FORM NUMBER: 4

FORM NAME: Psychological Evaluation/Educational Study Report

PURPOSE: To document the specific conditions that make a child exceptional and provides information to determine placement and instructional plan. P. L. 94-142, section 121a. 532 states that the child shall "be assessed in all areas related to the suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities."

P. L. 94-142 121a. 505 (a)(3) states the parent must receive "a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposal or refusal."

INSTRUCTIONS:

WHEN:

1. At the conclusion of the evaluation and prior to the SAT/EAS initial placement or review meeting. It should be completed in time for the SAT/EAS to make placement and instructional plan decisions.

WHO: School psychologist.

WHAT TO DO:

1. Complete each section of the form.
2. Attach additional pages and/or reports as needed. Make references to these additional reports or pages in the appropriate section(s).
3. It may be necessary to gather information from other sources/specialists.

DISTRIBUTION:

1. Plan in the student's permanent file.

MARIN COUNTY
SPECIAL EDUCATION

MIS 4
6/78

PSYCHOLOGICAL EVALUATION/EDUCATIONAL STUDY REPORT

upil's Name ______________________ Sex ________ B.D. ______________ Grade ________

Parent's Name ______________________________ Phone ______________________

Teacher's Name ______________________ School/Program ______________________

eport Completed By ______________________ (Name) ______________________ (Position) Date of Report ______________

I. HISTORY

A.

Test Used/Attempted	Scores/Results	Date Administered	By Whom	Completed Yes/No

B. Developmental History, Health, Physical Condition, Vision and Hearing:

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C. Sociocultural Background/Family History:

D. Steps taken to assist the individual and their results:

II. PRESENT STATUS

Tests Used/Attempted	Scores/Results	Date Administered	By Whom	Completed Yes/No

A. Social and Emotional Status

B. Adaptive Behavior

C. General Intelligence (for Severe Oral Language Delay, must include a non-verbal performance instrument).

D. Academic Performance

E. Communicative Status

F. Motor Abilities

G. Prevocational or Vocational and Career Development (complete if secondary student)

1. Test Data (if available)

2. Comments and/or Observations (including specific observations which may influence career decision making, hobbies, attitudes, etc.):

III. AREAS OF NEED (Indicate identification and description of specific learning and/or behavior disorder if learning handicapped.)

IV. SUGGESTED GOALS AND OBJECTIVES

V. GENERAL COMMENTS:

VI. CERTIFICATION OF PUPIL'S ELIGIBILITY (Check the appropriate statement, where applicable)

☐ It is my professional judgment that this student should be considered for placement in a class for Mentally Retarde children.

☐ It is my professional judgment that this child's basic learning skills fall far below the range of functioning expected fro pupils of a similar age and ability and that such functioning is not attributable to limited intellectual capacity for academi learning.

School Psychologist ______________________ Date ______________

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FORM NUMBER: 5

FORM NAME: Speech and Language Assessment Report

PURPOSE: To document the specific speech and language conditions that make a child exceptional and provides information to determine placement and instructional plan. This form is to be used for all children requiring a speech and language assessment.

P. L. 94-142 121a. 505 (a)(3) states the parent must receive "a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposal or refusal."

P. L. 94-142, 121a. 532, comment states: "Children who have a speech impairment as their primary handicap may not need a complete battery of assessments (e.g., psychological, physical, or adaptive behavior). However, a qualified speech-language pathologist would (1) evaluate each speech impaired child using procedures that are appropriate for the diagnosis and appraisal of speech and language disorders, and (2) where necessary, make referrals for additional assessments needed to make an appropriate placement decision."

INSTRUCTIONS:

WHEN:

1. At the conclusion of the evaluation and prior to the SAT/EAS initial placement or review meeting. It should be completed in time for the SAT/EAS to make placement and instructional plan decisions.

WHO: Speech and Language Pathologist.

WHAT TO DO:

1. Complete each section of the form.
2. Attach additional pages and/or reports as needed. Make references to these additional reports or pages in the appropriate section(s).
3. It may be necessary to gather information from other sources/specialists.

DISTRIBUTION:

1. Place in student's permanent file.

MARIN COUNTY
SPECIAL EDUCATION

MIS 5
6/78

SPEECH AND LANGUAGE ASSESSMENT REPORT

Pupil's Name ______________ Sex ____ B.D. ________ Grade ______
Parent's Name ______________________ Phone ______________
Teacher's Name ____________________ School ______________
Report Completed By ________________________ Date of Report ______________
Name Position

I. General Information/Observation

II. Formal and Informal Testing Information

A. Formal Testing

Tests Used/Attempted	Scores/Results	Date Administered	By Whom	Completed Yes/No

B. Informal Testing

Tests or Procedures Used/Attempted	Scores/Results	Date Administered	By Whom	Completed Yes/No

III. Areas of Speech and Language Functioning: (Summarize your relevant professional findings.)

A. Semantic and/or Psycholinguistic: (Receptive and Expressive)

B. Syntax: (Receptive and Expressive)

C. Articulation and Discrimination

D. Voice Factors: (Pitch, Duration, Vocal Quality)

E. Fluency: (Rate and Rhythm)

F. Oral Peripheral Structures and Functioning:

G. Audiometric Testing:

H. Related Factors: (Behavior, Neurological and/or Physical. Alternate Communication Systems)

IV. Summary and Areas of Need:

V. Suggested Goals and Objectives

FORMS FLOW CHART

This section of the Procedural Guide contains an easy reference for all staff who have a responsibility for forms. Each form is identified by number and name. The staff person with the major responsibility for having the form completed is listed and specific instructions for the flow of the form are stated.

Forms Flow Chart

FORMS FLOW CHART

FORM NUMBER	FORM NAME	FORM STATUS	PERSON RESPONSIBLE FOR COMPLETION OF FORM	ROUTING OF FORM
MIS A	SERVE	Required	SAT/EAS Chairperson or case manager.	White and canary copies to: Management Information System Consultant Marin County Schools Office 201 Tamal Vista Boulevard Corte Madera, CA. 94925 Pink copy to parent. Goldenrod copy in student's cum folder. White copy will be returned after data processing to the district for placement in the student's permanent file. Log on SAT/EAS Checklist, MIS II.
MIS B	Individualized Education Program-Pupil Placement Summary	Require	SAT/EAS Chairperson or case manager.	With copies of MIS C, I. E. P. -Goals and Objectives attached: White copy in student's permanent file. Canary copy to parent. Pink copy in student's cum folder. Goldenrod copy to the I. E. P. implementor. Log on SAT/EAS Checklist, MIS II.

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FORM NUMBER	FORM NAME	FORM STATUS	PERSON RESPONSIBLE FOR COMPLETION OF FORM	ROUTING OF FORM
MIS C	Individualized Education Program - Goals and Objectives	Required	SAT/EAS Chairperson or case manager.	Copies to be attached to MIS B, I.E.P.-Pupil Placement Summary after initial meeting, or attached to MIS D, Special Education Pupil Progress Review after review meetings: White copy in student's permanent file. Canary copy to parent. Pink copy in student's cum folder. Goldenrod copy to the I.E.P. implementor. Log on SAT/EAS Checklist, MIS II.
MIS D	Special Education Pupil Progress Review	Required	SAT/EAS Chairperson or case manager.	With copies of MIS C, I.E.P.-Goals and Objectives attached: White copy in student's permanent file. Canary copy to parent. Pink copy in student's cum folder. Goldenrod copy to the I.E.P. implementor. Log on SAT/EAS Checklist, MIS II.
MIS I	Parent Status	Required	Every person who makes contact with the parent.	In student's permanent file. If additional copies are maintained by other personnel, i.e. teachers, speech therapists, etc., they should be filed in the permanent file at the end of each school year. Log on SAT/EAS Checklist, MIS II.

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MIS II	SAT/EAS Checklist	Optional	SAT/EAS Chairperson or case manager.	In student's permanent file.
MIS III	Parent Consent for Assessment	Required	SAT/EAS Chairperson or case manager.	White and canary copies to parent (attach canary copy(ies) of appropriate descriptions: MIS IVa, IVb and/or V.) White copy in student's permanent file when returned by parent. Log on Parent Status, MIS I.
MIS IVa, IVb	Psycho-Educational Assessment Description	Required for psychoeducational assessments. [Choose appropriate form(s)]	SAT/EAS Chairperson or case manager.	Attach canary copy to Parent Consent for Assessment, MIS III. White copy in student's permanent file. (Attach to white copy of MIS III when returned by parent.) Log on Parent Status, MIS I.
MIS V	Speech and Language Assessment Description	Required for speech and language assessments.	SAT/EAS Chairperson or case manager.	Attach canary copy to Parent Consent for Assessment, MIS III. White copy in student's permanent file. (Attach to white copy of MIS III when returned by parent.) Log on Parent Status, MIS I.

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FORM NUMBER	FORM NAME	FORM STATUS	PERSON RESPONSIBLE FOR COMPLETION OF FORM	ROUTING OF FORM
MIS VI	Parent/Guardian Rights and Provision for Due Process	Required	SAT/EAS Chairperson or case manager.	Attach to Parent Consent for Assessment, MIS III. Log on Parent Status, MIS I.
MIS VII	Parent Consent for Release of Information	As needed	SAT/EAS Chairperson or case manager.	When returned signed by parent, send: White copy to agency. Canary copy in student's permanent file. Log on Parent Status, MIS I.
MIS VIII	Parent Consent for Interim or Temporary Diagnostic Placement	As needed	SAT/EAS Chairperson or case manager.	White copy in student's permanent file. Canary copy to parent. Log on Parent Status, MIS I.
MIS IX	Parent Notification of SAT/EAS Meeting	Required	SAT/EAS Chairperson or case manager.	Send white and canary copies to parent. When parent returns white copy, file in student's permanent file. Log on Parent Status, MIS I.
MIS X	Notification of SAT/EAS Recommendations	Required if parent does not attend SAT/EAS meeting.	SAT/EAS Chairperson or case manager.	1. If this is an initial placement meeting: To white and canary copies of MIS X, attach the canary copy of IEP-Pupil Placement Summary, MIS B and the canary copy of IEP-Goals and Objectives, MIS C. Send to parent. Log on Parent Status, MIS I.

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FORM NUMBER	FORM NAME	FORM STATUS	PERSON RESPONSIBLE FOR COMPLETION OF FORM	ROUTING OF FORM
MIS X (cont'd.)				2. If this is a review meeting: To white and canary copies of MIS X, attach the canary copy of Special Education Pupil Progress Review, MIS D, AND the canary copy of IEP-Goals and Objectives, MIS C. Log on Parent Status, MIS I. 3. When the parent returns the white copy, attach to white copy of MIS B or D and MIS C in the permanent file. Log on Parent Status, MIS I.
MIS XI	Due Process Checklist	As needed	SAT/EAS Chairperson and/or person responsible for due process proceedings.	Place in student's permanent file at completion of process.
MIS 1	Student Referral Form	Required	Determined by local practice.	Routing will vary depending on district procedures. Place in student's permanent file at completion of process. Log on SAT/EAS Checklist, MIS II.
MIS 2	Student Information Form	Optional (May be required in some districts.)	SAT/EAS Chairperson or case manager.	Place in student's permanent file. Log on SAT/EAS Checklist, MIS II.

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MIS 3	Health Inventory	Optional (May be required in some districts.)	SAT/EAS Chairperson or case manager.	Place in student's permanent file. Log on SAT/EAS Checklist, MIS II.
MIS 4	Psychological Evaluation/ Educational Study Report	Required for all except those needing only speech & language assessments.	School psychologist.	Place in student's permanent file. Log on SAT/EAS Checklist, MIS II.
MIS 5	Speech and Language Assessment Report	Required for those needing speech & language assessments.	Speech and language pathologist.	Place in student's permanent file. Log on SAT/EAS Checklist, MIS II.